



SAN LUIS OBISPO COUNTY
OFFICE OF EDUCATION
LEADERSHIP • COMMUNITY • SERVICE

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SUPERINTENDENT

**San Luis Obispo County Office of Education
2008-09**

Local Education Agency Plan

February 20, 2009

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FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
√	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
√	Title I, Part D, Neglected/Delinquent		School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
√	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
√	Title IV, Part A, Safe and Drug-Free Schools and Communities	√	Tobacco Use Prevention Education (Prop 99)
√	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	√	School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
√	McKinney-Vento Homeless Education		Healthy Start
√	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

2008-09 DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	2007-08 District Carryovers	2008-09 District Entitlements	2008-09 Direct Services to Students at School Sites (\$)	2008-09 Direct Services to Students at School Sites (%)
Title I, Part A	\$28,799	\$550,924	\$549,925	94.85%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent	\$16,058	\$97,138	\$106,427	94.02%
Title II Part A, Subpart 2, Improving Teacher Quality	\$30,359	\$26,380	\$53,346	94%
Title II, Part D, Enhancing Education Through Technology	\$5,137	\$5,313	\$9,718.50	93%
Title III, Limited English Proficient	\$7,735	\$26,380	\$26,887	71.94%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	∅	\$6,701	\$6,701	100%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education	∅	\$35,000	\$35,000	100%
IDEA, Special Education	∅	\$285,00	\$285,000	100%
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	\$88,088	\$1,032,0836	\$1,0730,04	

2008-09 DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	2007-08 District Carryovers	2008-09 District Entitlements	2008-09 Direct Services to Students at School Sites (\$)	2008-09 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
State Migrant Education				
School Improvement				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)	\$13,473	0	\$12,796	94.97%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	\$13, 473		\$12,796	94.97%

San Luis Obispo County Superintendent of Schools Mission Statement

The mission of the San Luis Obispo County Office of Education is to promote student success by providing countywide leadership, supporting the work of local school districts, delivering specialized educational services and programs, fostering community partnerships, and demonstrating unyielding advocacy for the diverse needs of all children.

Vision Statement

San Luis Obispo County will be an educational community dedicated to preparing all children and youth for responsible citizenship, meaningful work, and lifelong learning.

County Profile

San Luis Obispo (SLO) County is the fifteenth largest county in California. Covering 3,326 square miles, this rural county lies on the Central Coast, midway between Los Angeles and San Francisco. Much of the population (267,154) lives in distinct clusters along U.S. Highway 101. There are seven incorporated cities, none larger than 44,000 people, and closer to 7,000. The rest of the population is spread throughout the county, resulting in a population density of just 79 persons per square mile.

The juvenile population of SLO County grew rapidly, increasing approximately 35% between 1990 and 1999, but is currently decreasing as housing costs increase. The ethnic breakdown for school age youth in SLO County is as follows: American Indian or Alaskan Native – 58%, African-American – 1.73%; Asian and Pacific Islander – 2.01 %; Hispanic – 29.74%; and White – 61.39 %. Thirty-five percent of the children take advantage of Free and Reduced Meals.

Currently, there are 34,843 school age youth in San Luis Obispo County, which places SLO County in the middle range of California's 58 counties. Districts range in size from the largest, Lucia Mar Unified School District with 10,770 students to the smallest, Pleasant Valley Joint Union School district with 134 students.

San Luis Obispo County Office of Education (SLOCOE) serves two roles. One, it delivers services and support to 10 school districts; two, it provides educational programs for four schools: Juvenile Court School, Community School, Special Education, and Grizzly Challenge Charter School.

The county office serves as a clearinghouse for resources and information; offers specialized business services for districts and professional development for teachers and staff; advances state-of-the-art technology and provides technology infrastructure; coordinates partnerships among schools, their communities and businesses; provides forums where all districts can collaboratively address educational issues, and acts as an advocate for all children and public schooling on the Central Coast. In addition, SLOCOE provides educational programs for children with special needs.

San Luis Obispo County Office of Education (SLOCOE) Special Education programs provide a full range of services designed to meet the needs of students referred by the 10 LEAs in San Luis Obispo County. The students (birth-22) served by SLOCOE programs primarily have moderate to severe, or low incidence disabilities. A small number have mild disabilities and/or require designated instruction services (DIS). SLOCOE employs school nurses, school psychologists, special education teachers serving the moderate to severe population, and DIS specialists in the areas of speech and language, adaptive physical education, occupational therapy, home and hospital instruction, deaf and hard-of-hearing support, orthopedically impaired services and support, vision, orientation and mobility. Additionally, Autism Services, Behavior Support Services, and Braille transcription are provided by SLOCOE. All staff use individualized and innovative approaches for instruction in structured, positive environments. COE operates classes located on district regular education campuses throughout San Luis Obispo County, community-based instruction locations, early childhood centers, community schools, and juvenile detention facilities. Depending on the services indicated on the Individualized Education Program (IEP) students may also be served in their homes or licensed children's institutes.

San Luis Obispo County Office of Education Court and Community Schools (CS) serve students in grades 7-12 through juvenile court school, community school, and independent study. The juvenile court school population is placed under the direct supervision of the Juvenile Court in a facility located in San Luis Obispo. Community School sites serving grades 7-12 are located in Arroyo Grande, Atascadero, and San Luis Obispo. Students on independent study meet with itinerant instructors at CS sites. SLOCOE Court and Community School programs serve approximately 500 students annually.

Students are referred to Community School programs, including independent study, by local districts and the probation department for a variety of reasons, including expulsions, poor attendance; criminal behavior; and the need for a smaller, highly-structured, closely-monitored educational setting. SLOCOE Court and Community Schools have been WASC accredited and provide standards-based curriculum in the core subject areas of English/language arts, mathematics, history/social science, and science. The mission of the SLOCOE Court and Community Schools is to provide students with a safe, structured, and challenging environment focusing on the whole person. The curriculum is goal-oriented, integrated, flexible, and designed to meet the diverse needs of the student population. Through collaboration with community partners, the Court and Community Schools deliver specialized services and programs that focus on academic achievement, goal setting, and social responsibility. Although students who are close to graduation may earn a diploma from SLOCOE Court and Community Schools, the primary intent of the programs is to provide local districts with a transitional alternative for high-risk students.

SLOCOE also oversees the Grizzly Challenge Charter School. The charter school is locally funded and SLOCOE is contracted to provide business and human resource support.

In partnership, the California National Guard and the San Luis Obispo County Office of Education (SLOCOE) implement a statewide ChalleNGe (National Guard) program and the Grizzly Youth Academy (GYA) located at Camp San Luis Obispo. Grizzly Challenge Charter School (GCCS) is chartered by SLOCOE and is located at the National Guard facility. GYA is a

5 month residential intervention school for students who are at risk of dropping out of school.

The program accepts a diverse group of students from city and rural communities, affluent and low income families, and academically gifted and challenged. Twenty percent of the participants reside in San Luis Obispo County and the remaining participants reside in various locations throughout the state. GCCS accepts and educates all students enrolled in the National Guard GYA program.

In order to meet the diverse health and psychosocial needs of students in the Court/Community Schools, SLOCOE offers supplemental programs. The McKinney-Vento homeless program identifies students living in substandard housing, trailers, motels or who are doubled up with other families. Upon identification, a variety of services can be offered to students, including assistance with purchasing school supplies, referrals to local agencies, tutoring services, and assistance with transportation. The goal of McKinney-Vento is to guarantee that housing issues do not affect the opportunity for each student to have an equal education. Students in Community School who are wards or dependents of the court are eligible for supplemental services through the Foster Youth Services (FYS) program. This program tracks the educational progress of students and offers tutoring services to those who are most at need.

SLOCOE Court School, Community School and Grizzly Challenge Charter School are part of the Alternative Schools Accountability Model (ASAM). Court and Community School students (grades 7-12) are evaluated with the Northwest Educational Associates (NWEA) reading and mathematics assessments upon entry into the program and at 60-day intervals thereafter. Scores are used as a measure of improvement. GCCS students are assessed using the Test of Basic Education at the beginning and end of the 5 month program.

Local Measures of Student Performance

(*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Education Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

All K-12 special education students are individually evaluated by a multi-disciplinary team tri-annually, by teachers and specialists annually, and on an ongoing basis for instructional decision-making. The tests are both formal and teacher-made. They are screening, diagnostic, and classroom-based assessments of individual performance. Measurement tools are selected to match the instructional program of each student rather than being administered countywide.

All alternative education students (7th-12th grade) are evaluated with the Northwest Educational Associates (NWEA) assessment upon entry and at the end of the academic year. Scores are used as a measure of improvement. English Learners are assessed annually using the California English Language Development Test (CELDT). English Language Learners using the Hampton Brown materials will also be tested with the purchased High Point and Edge assessments.

All Grizzly Challenge Charter School students (10-12 grades) are evaluated with the Test of Adult Basic Education (TABE) for reading and math upon entry into the program and post tested at the end of the program. This assessment is a mandated tool for all Challenge programs nationwide. In addition, CCCS assesses all students using the Official Practice GED exam to further diagnose and evaluate student learning. English Learners are assessed annually using the California English Language Development Test (CELDT).

ACADEMIC PERFORMANCE

Court School, Community School, and Grizzly Challenge Charter School

Statewide Standards, Assessment and Accountability for LEA Plan

If an activity is checked “No”, indicating that an assurance cannot be made, provide a description for how the district will be able to make the assurance.

1. Statewide Standards

- Yes No a. The LEA has adopted academic achievement standards with content of the breadth and depth of the statewide academic achievement standards in reading and mathematics.

Statewide Assessments

- Yes No a. As it related to the San Luis Obispo County Office of Education Court School, Community School and Grizzly Charter School, all students participate in the appropriate programs in the statewide assessment system.

- Yes No b. The LEA reports student achievement using performance levels at least as rigorous as the statewide levels.

- Yes No c. The LEA has provided all necessary student information to ensure the academic achievement of all students including information disaggregated by program participation including ESEA subgroups.

- Yes No d. The LEA, if selected, participates in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics.

Statewide Accountability

- Yes No a. All students enrolled in the LEA or schools participate in the appropriate statewide accountability system.

2. Local Measures of Student Performance (*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Education Agency Plans, each LEA must provide the following description in its Plan:

A description of high-quality student academic assessment, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Local Standards-based Assessments

- Yes No a. There is a system of local standards-based assessments that measure the ongoing progress of all students in meeting the State academic content and performance standards.
- Yes No b. Ongoing information is provided to teachers, parents and students on the progress made by students in meeting the academic content and performance standards.
- Yes No c. There is a system that provides ongoing diagnostic information about the teaching and learning of academic content and performance standards.
- Yes No d. Student achievement information is used to revise instruction and programs.
- Yes No e. Local assessments are used to determine appropriate student services and instruction.

Local Accountability

- Yes No a. The district will use the results of the student standards-based assessments to review annually the progress of each school.
- Yes No b. The district has a system in place for providing assistance to Program Improvement schools to improve student achievement.
- Yes No c. The district provides the required public school choice and supplemental services in Program Improvement schools.
- Yes No d. The district will provide results of standards-based assessments to parents and teachers in a timely manner and in an understandable and uniform format.

Local Measures of Student Performance

Description of local measures: San Luis Obispo County Office of Education Court/Community School students are given pre- and post-tests assessments in reading and mathematics using Northwest Education Associates (NWEA) assessment. Under development are local assessments to measure progress toward the writing standards on the California High School Exit Exam.

Grizzly Challenge Charter School students are given pre-and post tests assessments in reading and mathematics using McGraw Hill's Test of Adult Basic Education (TABE). The GED writing and math assessments by Steck Vaughn are used as a multiple measure of student learning.

When administered : Students are assessed in reading and mathematics using using Northwest Education Associates (NWEA) assessment upon enrollment in Court and Community Schools and at the end of the academic year. Local assessments in writing aligned to CAHSEE standards are in place. These assessments are administered on a quarterly basis.

GCCS students are given the TABE test in their second week of enrollment in Grizzly Challenge Charter School and again at the end of the five month program. The Practice GED test is given at the end of the first quarter.

To whom : All students 7-12 are assessed, using the above described assessments.
All GCCS students (10-12) are assessed, using the above described assessments.

Summary of results : The NWEA assessments in reading and mathematics has been in place at Court and Community Schools for one year. The Court and Community Schools adopted this assesment in attempt to utilize a tool that would appropriately assess student progress. An assessment calendar is being implemented.

TABE assessments have been in place at Grizzly Challenge Charter School for 15 years. To date students have shown consistent improvement by this measure. The GED continues to be a strong indicator of students' ability to pass the Official GED test.

3. Coordination and Integration of Federal and State Educational Programs

Program Coordination and Integration

- Yes No a. All programs and program funds identified as being coordinated by the LEA Plan are integrated into a cohesive instructional program, including support services, that ensures that all students will meet the challenging academic content and performance standards.

4. LEA Academic Assessment Plan

The LEA has an academic assessment plan, which includes both state assessments and local assessments, to monitor student progress toward meeting state academic standards. The assessment plan includes components a through d.

- Yes No a. Early screening for students at-risk for reading failure.

- Yes No b. Identification process for children most in need of services.

- Yes No c. Process for providing additional educational assistance to help students assessed as needing help in meeting the state academic standards.

- Yes No d. Description of how services will be coordinated and integrated at the LEA and school level to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>(SLOCOE Special Ed.)</p> <ul style="list-style-type: none"> English/Language Arts goals and objectives aligned to SEACOE Curriculum Guide and content standards Teachers will participate in an Induction program. Train directors to observe and report back to teachers on standards-based lessons Utilize SEACOE Alternate Curriculum Guide Ongoing training and support for teachers/principals on SEACOE Alternate Curriculum Guide Planning and coordination of monthly staff meetings that include training in test administration, curriculum and classroom structure. Opportunity for staff to review instructional materials on waiver list and determine most appropriate materials to improve student growth. 	<p>Special Ed Staff, TOSA Timeline: Ongoing</p> <p>New Teachers, BTSA Mentors Timeline: Ongoing</p> <p>Directors Timeline: Ongoing</p> <p>Directors and Special Ed Teachers Timeline: Ongoing</p> <p>Directors and Special Ed Teachers Timeline: Ongoing</p> <p>September 2008-June 2009</p> <p>January 2009-March 2009</p>	<p>Support teacher stipends, mileage, TOSA, Clerical phone BTSA Mentors Mileage</p> <p>Duplication, Clerical</p> <p>Duplication</p> <p>Duplication</p> <p>TOSA, Clerical</p> <p>TOSA, Clerical</p>	<p>\$3,000</p> <p>\$2,000 per new teacher (\$2,000-\$12,000/yr.)</p> <p>\$100</p> <p>\$200</p> <p>\$1,250</p> <p>\$2,000</p> <p>\$2,000</p>	<p>Title I, Title II</p> <p>PAR/BTSA</p> <p>Title I</p> <p>AB 602</p> <p>AB 602</p> <p>Title II</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>(SLOCOE Special Ed. And Ct./Comm. Schools/Grizzly)</p> <ul style="list-style-type: none"> Educational Technology Center K-12 Resource Portal (ETC Portal) provides anytime, anywhere access to standards aligned digital resources. * See estimated costs notes for SLOCOE Educational Technology Center. 	<p>Technology Director ETC Manager Technology Senior Program Coordinator ETC Consortium CTAP Coordinator</p>	<p>Staff Annual subscriptions Software Research & Development Equipment Broadcast Programming Professional Development</p>	<p>General overall estimated cost of staff to include Broadcast Programming = \$389,393</p> <p>General overall estimated cost of TechMentors = \$15,000</p>	<p>ETC Consortium SLOCOE General Fund Grants Entrepreneurial Activities CTAP</p>
<p>(SLOCOE Ct./Comm. Schools/ Grizzly)</p> <ul style="list-style-type: none"> SLOCOE broadcast programming provides standards-aligned instruction in language arts, reading, mathematics and science board adopted curriculum aligned with and designed for California Content Standards in reading and language arts. 	<p>Court School/ Community School / Grizzly Teachers Principals</p> <p>Timeline: Ongoing</p>	<p>Staff Annual subscriptions Software Research & Development Equipment Broadcast Programming Professional Development</p>	<p>All other estimated costs are indicated on following page.</p>	<p>ETC Consortium SLOCOE General Fund Grants Entrepreneurial Activities CTAP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies: (SLOCOE Special Ed.)</p> <ul style="list-style-type: none"> • Purchase of instructional materials specifically designed for students with special needs from board approved waiver list. • Purchase of instructional materials designed specifically for English Learners (e.g. Zoo-Phonics, Language First and Carousel of Ideas). • County will purchase materials on state adopted list or waiver approved materials. • Teachers will regularly examine student work samples to ensure that students are mastering grade level standards. • Train teachers to use standards-aligned materials and strategies. • Educational Technology Center K-12 Resource Portal provides anytime, anywhere access to standards-aligned digital resources. Teachers utilize these resources. • Implementation and use of hands-on instruction, word walls, scaffolding instruction and visual aids while teaching core subjects. <p>(SLOCOE Ct./Comm. Schools/Grizzly)</p> <ul style="list-style-type: none"> • Development of instructional calendar to focus on implementation of standards. 	<p>January 2009-June 2009</p> <p>September 2008-June 2009</p> <p>TOSA Timeline: Ongoing</p> <p>Teachers Timeline: Ongoing</p> <p>Directors, Teachers Timeline: Ongoing</p> <p>TOSA Teachers Timeline: Ongoing</p> <p>Directors Teachers Timeline: Ongoing</p>	<p>TOSA, Clerical Assistant</p> <p>EL Materials</p> <p>English Language Learner materials, TOSA</p> <p>Materials, Teacher Release Time</p> <p>Mileage, substitutes</p> <p>Materials Teacher Release Time Substitutes</p>	<p>\$8,000</p> <p>\$4,000</p> <p>\$33,000 \$1,000</p> <p>\$675</p> <p>\$14,000</p>	<p>Title I</p> <p>Title III/AB 1802</p> <p>IMF, Schiff, Lottery, AB 602, Title I, Title III</p> <p>Lottery AB 602</p> <p>Title I PI</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Incorporation of research based instructional strategies in reading and language arts (e.g. Kate Kinsella, AVID identified strategies, Marzano’s <i>Classroom Instruction That Works</i>). • Collaborative staff effort to create standards based units and lessons. • Curriculum development in reading to create a list of essential standards. • Teachers and administrators will ensure that students know which standards are being addressed and their progress toward meeting those standards. • Provide ELA interventions utilizing Hampton Brown (The Edge). • CAHSEE intervention tutoring to all 10th graders and 11th and 12th graders who have not passed both sections • Implementation of standards aligned CBL-ELA program • Curriculum development in ELA to create a list of essential CAHSEE standards. • Provide instructional support for Juvenile Court School students. • Modify standards-based curriculum for Juvenile Court School students. • Provide individualized instruction and tutoring for English Learners, Special Education students, students who are significantly below grade level, or at risk of dropping out of 	<p>Senior Program Coordinator, TOSA, Teachers</p> <p>Principals, Grizzly/CS/Community School Teachers, TOSA Timeline: Ongoing</p> <p>Teachers, Administrators Timeline: Ongoing</p> <p>Teachers, Administrators Intervention Specialist Timeline: Ongoing</p> <p>Intervention Specialist Timeline: Ongoing</p> <p>Teachers Timeline: Ongoing</p> <p>Teacher Timeline: Ongoing</p> <p>Teacher Timeline: Ongoing</p>	<p>Senior Program Coordinator, TOSA</p> <p>Purchase of ELA Texts</p> <p>ELA Lead Teacher release time, TOSA</p> <p>TOSA, Administrative Assistant</p> <p>TOSA, materials</p> <p>TOSA, Intervention Specialist</p> <p>TOSA, materials, resources, site license ELA Lead Teacher</p> <p>Teacher Salary</p> <p>Teacher Salary</p>	<p>\$2,000</p> <p>\$30,000</p> <p>\$300</p> <p>\$1,000</p> <p>\$1,500</p> <p>\$2,500</p> <p>\$250</p> <p>\$40,000</p> <p>\$23,978</p>	<p>Title I</p> <p>General Fund (\$20,000) Title I (\$10,000) Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I, Part D, Neglected/Delinquent</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>school.</p> <p style="text-align: center;">(Grizzly)</p> <ul style="list-style-type: none"> • Purchase READ 180 reading intervention program. • Develop and implement transferable academic vocabulary in all students. • Provide intensive standards-based instruction for identified students. 	<p>Principal Teachers Consultant, Timeline: Ongoing Instructional Paraprofessionals</p>	<p>Purchase of READ 180</p> <p>Consultant</p> <p>Salaries</p>	<p>\$42,000</p> <p>\$13,000</p> <p>\$22,949</p>	<p>Instructional Funds MAA Title I PI Title I</p>
<p>3. Extended learning time:</p> <p>(SLOCOE Special Ed. And Ct./Comm. / Grizzly Schools)</p> <ul style="list-style-type: none"> • ETC Portal provides anytime, anywhere access to standards-aligned digital resources. • Teachers have access to create classroom units and/or resources through Moodle, an online course management system. • Students have access to classroom units and/or resources created by teachers and provided through Moodle; an online course management system. <p style="text-align: center;">(SLOCOE Ct./Comm. Schools/Grizzly)</p> <ul style="list-style-type: none"> • Regular education teachers and resource specialists will coordinate to provide appropriate support services to all students. • Utilize Ed. Services to access appropriate training and support. • Summer school programs through Community School will provide students who have not yet passed the CAHSEE with opportunities to receive targeted assistance on identified strands in ELA and mathematics. This assistance will take the form of one-on-one, small group, or computer-assisted instruction utilizing state-approved CAHSEE 	<p>Technology Director ETC Manager Technology Senior Program Coordinator ETC Consortium CTAP Coordinator</p> <p>Court and Community School/Grizzly teachers, Principal, Senior Program Coordinator Timeline: Ongoing</p> <p>SE Directors, CS Principal, CS Assistant Principal, CS Program Coordinator, CS Teaching Staff June-August 2009</p>	<p>Staff</p> <p>Annual subscriptions</p> <p>Software</p> <p>Research & Development</p> <p>Equipment</p> <p>Broadcast Programming</p> <p>Professional Development</p> <p>Senior Program Coordinator</p> <p>Materials</p> <p>Mileage</p>	<p>\$389,393</p> <p>\$ 8,000</p> <p>\$11,000</p> <p>\$15,000</p> <p>\$15,000</p> <p>\$ 3,000</p> <p>\$10,000</p> <p>\$3,250</p>	<p>ETC Consortium SLOCOE General Fund Grants Entrepreneurial Activities CTAP</p> <p>Title I</p> <p>Title I PI</p>

