(Rev 11-10)
California Department of Education
District and School Improvement Division
(CDE use only)

Application #	

Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATIONAL AGENCY (LEA) PLAN
for
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION

LEA Plan Information:

Name of LEA: **San Luis Obispo County Office of Education**

County/District Code: **40-10405**

Dates of Plan Duration (should be up to three years): **March 2013 – June 2016**

Date of Local Governing Board Approval: **September 4, 2014**

District Superintendent: **Julian D. Crocker**

Address: **3350 Education Drive**

City: **San Luis Obispo** State: **CA** Zip: **93405**

Phone: (**805)782-7100** Fax: **(805)541-2605**

***Certification**: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team or other technical assistance provider.*

See Assurances on pages 123-132. Signatures are required on page 133.

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Part I
Background and Overview

Background

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Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- Stronger accountability for results
- Greater flexibility and local control for states, school districts, and schools in the use of federal funds
- Enhanced parental choice for parents of children from disadvantaged backgrounds, and
- A focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at http://www.cde.ca.gov/nclb/fr/)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**

2. **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

3. **By 2005-06, all students will be taught by highly qualified teachers.**

4. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

5. **All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- Rigorous academic standards
- Standards-aligned instructional materials
- Standards-based professional development
- Standards-aligned assessment
- An accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring Process

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law**.

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

> The Consolidated Application is the ***fiscal*** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.
>
> Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of

administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001),* developed by school site councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain ***programmatic*** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify ***compliance*** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan**.

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - http://www.cde.ca.gov/ta/ac/ap

- Standardized Testing and Reporting (STAR) data - http://www.cde.ca.gov/ta/tg/sr/

- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - http://www.cde.ca.gov/sp/el/t3/acct.asp

- AYP Reports – http://www.cde.ca.gov/ta/ac/ay

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components

- Least Restrictive Environment Assessment (LRE) – to examine educational practices for students with disabilities

- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation,

and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement.*

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at http://www.cde.ca.gov*.* The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are ***not*** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets?

c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)

✓	**LEA Plan – Comprehensive Planning Process Steps**
X	• Measure effectiveness of current improvement strategies
X	• Seek input from staff, advisory committees, and community members.
X	• Develop or revise performance goals
X	4. Revise improvement strategies and expenditures
X	5. Local governing board approval (March 11, 2013, September 4, 2014)
X	6. Monitor Implementation (Ongoing – through June 2016)

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	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	**X**	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
X	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	**X**	Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	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
X	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	$196,402	$1,044,607	$1,049,682	85%
Title I, Part B, Even Start	0	0	0	
Title I, Part C, Migrant Education	0	0	0	
Title I, Part D, Neglected/Delinquent	$93,762	$75,101	$146,283	92%
Title II Part A, Subpart 2, Improving Teacher Quality	0	$15,837	$14,583	92%
Title II, Part D, Enhancing Education Through Technology	0	0	0	
Title III, Limited English Proficient	$5,139	$14,989	$18,843	75%
Title III, Immigrants	0	0	0	
Title IV, Part A, Safe and Drug-free Schools and Communities	0	0	0	
Title V, Part A, Innovative Programs – Parental Choice	0	0	0	
Adult Education	0	0	0	
Career Technical Education	0	0	0	
McKinney-Vento Homeless Education	0	$61,581	$56,630	92%
IDEA, Special Education	0	$47,070	$43,343	92%
21st Century Community Learning Centers	0	0	0	
Other (describe)	0	0	0	
TOTAL	**$295,303.00**	**$1,259,185.00**	**$1,329,364.00**	**92.65%**

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	$14,232	0	$13,817	97%
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs	0	MRA = $883,288	$772,354	87%
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	**$14,232**	**$883,288**	**$786,171**	**92%**

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance**, **teacher quality**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and

- Principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the

communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment**. Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

San Luis Obispo (SLO) County lies on the Central Coast, midway between Los Angeles and the San Francisco Bay Area. As of 2010, it was the 23rd largest county in California with a population of 273,231. Cities and towns in SLO county include: from the South, Oceano, Nipomo, Arroyo Grande, Grover Beach, Pismo Beach, Shell Beach, Avila Beach, and San Luis Obispo; to the North, Los Osos, Morro Bay, Cambria, San Simeon, Santa Margarita, Atascadero, Templeton, Paso Robles, and San Miguel. San Luis Obispo is the County Seat, and a number of federal and state regional offices and facilities are located there, including Cal Poly State University, Cuesta Community College, Regional Water Quality Board, and the Caltrans District offices. Cal Poly is recognized internationally for its excellence in preparing undergraduates for careers in applied technical and professional fields. The City of San Luis Obispo serves as the commercial, governmental, and cultural hub of California's Central Coast. The mainstays of the economy are Cal Poly, with its approximately 20,000 students, tourism, agriculture, and other government services (including the California Men's Colony, a penal institution).

VISION

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

MISSION

The Mission of the San Luis Obispo County Office of Education is:
to promote student success by supporting the work of local school districts, delivering specialized student services, and providing countywide leadership and advocacy for the needs of all children.

CORE PURPOSES
Support for Districts
Specialized Student Services
Countywide Leadership and Advocacy

CORE SKILLS
Expertise
Anticipation
Trust

CORE AGREEMENTS
Treat Others with Respect
Hold High Expectations for Ourselves and Others
Demonstrate Initiative, Collaboration and Continuous Improvement
Promote Clear, Frequent and Open Communication.

Working collaboratively with our local districts, we provide services to over 34,521 students at 74 school sites in 11 districts. San Luis Obispo County Office of Education has three divisions that are state and federally funded and are addressed in the LEA Plan Revision: Alternative Education, Grizzly ChalleNGe Charter School, and Special Education. Although Grizzly ChalleNGe Charter School has its own governing board, all programs receive federal funding. Additionally, Alternative Education receives state funding. The SLOCOE Community School is the only SLOCOE school in Program Improvement.

Alternative Education

The San Luis Obispo County Office of Education Court and Community Schools (SLOCOE CCS) serve students in grades seven through twelve who may be recommended for enrollment by their local school district, the Probation Department, the School Attendance Review Boards (SARB), or by a Public Social Service Agency (PSSA). Students may include: wards of the court; students with poor attendance or behavior; expelled students; those who are returning to school after incarceration; students who have dropped out of school and now wish to return; those whose chemical dependency or use has impacted their attendance and achievement; and homeless students. The majority of students have been unable to successfully perform in their

previous school settings. Court and Community Schools' students have become alienated from the comprehensive site, and they often prosper in an educational environment which welcomes them, pairing them with a team of caring teachers who accept and work with them and their parents/guardians. The matching of these disengaged young adolescents with adults who provide support, understanding, and instruction is the foundation of the San Luis Obispo County Office of Education Court and Community Schools. For our students, the learning process has been interrupted by a variety of factors. The staff of Court and Community Schools is committed to addressing these challenges and helping our students establish goals for the future. Working as a team to prepare our students to lead meaningful lives in a diverse and complex society is crucial to this work.

San Luis Obispo County Office of Education Court and Community Schools now serve over 500 students annually in grades six through twelve at six sites throughout the county:

- Juvenile Court School (Juvenile Service Center - JSC), with a current capacity of forty-five students, is located five miles from the city center of San Luis Obispo, serves students grades six through twelve, and is under direct supervision of the Juvenile Court system.
- Mesa View Community School (MVCS) in Arroyo Grande, with a current capacity of seventy-five, is located twenty miles south of San Luis Obispo in a rural setting next to Lopez Continuation High School and serves students in grades seven through twelve.
- San Luis Obispo Community School (SLOCS), with a current capacity of sixty, is located in a mixed-use area with agriculture, commercial, and middle-class residential properties and serves grades seven through twelve.
- Chalk Mountain Community School (CMCS) in Atascadero, with a current capacity of seventy-five, is located fifteen miles north of San Luis Obispo, in a small, semi-rural community, and serves students in grades seven through twelve.
- Loma Vista Community School (LVCS), with a current capacity of seventy-five, is located next to the County Office of Education on Highway 1 midway between San Luis Obispo and Morro Bay, and serves students in grades seven through twelve.
- The Sober School is located on the LVCS site and is a voluntary program that accepts students between the ages of fourteen and eighteen who have demonstrated a desire to maintain a sober lifestyle. Students attend daily group sessions that help build the social and emotional skills critical to maintaining a sober lifestyle. The treatment curriculum includes lessons in life skills, addiction, family and group dynamics, art, twelve-step lessons, and guest speakers. An emphasis is placed on building a community of young adults committed to the goals of the program and creating an environment of positive peer support. A full-time therapist is onsite to conduct counseling sessions with students and to work with families. Students receive a comprehensive and challenging academic program based on California Content Standards. A variety of outdoor education

activities are offered to students to foster and maintain healthy lifestyles. The classroom teacher works hand in hand with the treatment program to prepare students to transition successfully to their local high schools, vocational programs, colleges, or employment.

Other Important Characteristics of this School: It is unlikely that a student will begin and complete high school while enrolled at community school. A more common scenario is for a student to enroll for a semester or two and then return to the district of residence. Because of this fact, our standard course of study reflects as closely as possible, the minimum core requirements required by the State of California Education Code.

To achieve the goal of supporting growth in all aspects of a student, the staff at Alternative Education provides an affective curriculum to support the emotional and personal needs of students. This is reflected in the following Expected Schoolwide Learning Results (ESLRs)

Expected School Wide Learning Results (ESLRs)

Students at SLOCOE CCS will...

- Be academic achievers who...
  - demonstrate knowledge of the core curriculum
  - think critically and problem solve
  - understand the importance of gaining information and knowledge
  - apply technology and academic knowledge to real life situations
- Be productive community members who...
  - appreciate diverse cultures and understand individual differences
  - connect and contribute to their community
  - recognize their role as a community member by...
    - ...abiding by laws
    - ...maintaining employment
    - ...respecting their surroundings
- Demonstrate personal responsibility by...
  - raising their level of self-awareness and demonstrating personal respect
  - identifying and developing a realistic plan for educational, vocational, and personal goals
  - making healthy personal and life choices that benefit themselves and others
  - developing decision-making skills to deal effectively with varied situations and issues
- Be effective communicators who...
  - communicate their needs clearly and appropriately in a variety of situations
  - express themselves clearly when reading, writing, listening, and speaking
  - participate appropriately in collaborative learning

Grizzly ChalleNGe Charter School

The mission of the National Guard Youth ChalleNGe Program is to intervene in and reclaim the lives of at-risk youth to produce program graduates with the values, skills, education and self-discipline necessary to succeed as adults.

We provide a highly structured residential environment with a long record of producing successful young men and women who previously struggled in school due to academic, behavioral, attendance or personal reasons. Working as individuals and in groups, students develop skills and characteristics to overcome the obstacles that held them back from being successful. Through the Grizzly ChalleNGe Charter School students may earn up to 55 credits toward a high school diploma. The average student increases their academic achievement by 1.5 grade levels as measured by the TABE Test.

Throughout the five-month program, students increase their ability and potential completing our program with the confidence and awareness to make positive choices for their future. Every student creates an action plan for their continued success after graduation. Students, with the help of parents, mentors, and staff members, develop an Action Plan to ensure a successful transition from Grizzly Youth Academy. These action plans encompass a student's short-term and long-term goals for education, career, and living situation.

Special Education

The San Luis Obispo County Office of Education provides a wide range of special education service options to meet the unique needs of individuals with disabilities.

Special Day Class Integrations: The Special Day Class (SDC) provides services to students who have more intensive needs than can be met by the general education class with Resource Specialist and Designated Instructional Services (DIS) support. This may include students identified as learning disabled, emotionally disturbed, etc. Students are served in special education classes for the majority of their school day.

Emotionally Disturbed: Classes are designed for students who demonstrate severe emotional problems which interfere with their learning. These students need a highly structured class with a behavioral component. The curriculum may be modified, but closely follows the general education curriculum.

Medically Fragile or Profound Disabilities: Services include an intensive program for students 3-22 years of age who are medically fragile or have profound developmental delay. Key program components include utilization of a team approach incorporating health services, mobility enhancement, and a functional life skills curriculum.

Moderate/Severe Disabilities: Services include intensive instruction for students with moderate to severe disability. An overall focus of the program centers on striving to

improve functional life skills and maximize independence. For students in the 3-22 year range, the most severely disabled students attend SLOCOE-operated classes on integrated school sites throughout San Luis Obispo County. For students between the ages of 18-22 years, an Independent Skills Program (ISP) is available to maximize the student's independence and prepare them for transition to adult life.

Adapted Physical Education: The Adapted Physical Education related service provides assessment, instruction, consultation and intervention for eligible students ages 3 through 22 years in gross motor, perceptual motor performance, and/or physical fitness. Services are provided to eligible students using an inclusion model in the most appropriate and least restrictive setting, i.e., infants and toddlers in the natural environment and school-aged students assigned to a special education teacher at the local school site.

Behavior Management Services: The Autism Program provides assessment, instruction and consultation for children with Autism Spectrum Disorder.

Bright Start is a vendored program with Tri-Counties Regional Center. This program serves the 0 to 3-year-old population of children with Autism.

The Start Smart autism program is for students ages 3-9. Individual programming is planned by the IEP team.

Deaf/Hard of Hearing: Related services for students who are deaf or hard of hearing includes assessments, instruction, consultation, and support services for all eligible children 3 through 22 years.

Orientation and Mobility: Orientation and Mobility Instruction includes assessment, instruction, consultation and support services for all eligible children 3 through 22 years.

Orthopedically Impaired: Orthopedically Impaired Services include assessment, instruction, intervention, consultation, modification, and adaptations to eligible students ages 3 through 22 years.

Occupational Therapy: Occupational Therapy Services provide assessment, instruction, consultation and support for students ages 3 through 22 years in the areas of fine and gross motor skills, postural stability, sensorimotor processing, coordination, organizing and using materials appropriately, and/or self-care skill development appropriate to the learning environment.

Resource Specialist-Juvenile Services Center/Community Schools: The Resource Specialist Program provides services to eligible students using an inclusion model in the classroom setting.

Speech and Language Services: SLOCOE Speech and Language Pathologists provide evaluation, collaboration, consultation, and direct services to students (3-22) who are

eligible under specific criteria for speech and language disorders. SLOCOE speech and language pathologists provide services to students in county-operated programs and to the smaller school districts in the county.

Visually Impaired: Programs and services for students 3 through 22 who have a visual impairment provide assessments, instruction, consultation, and support services.

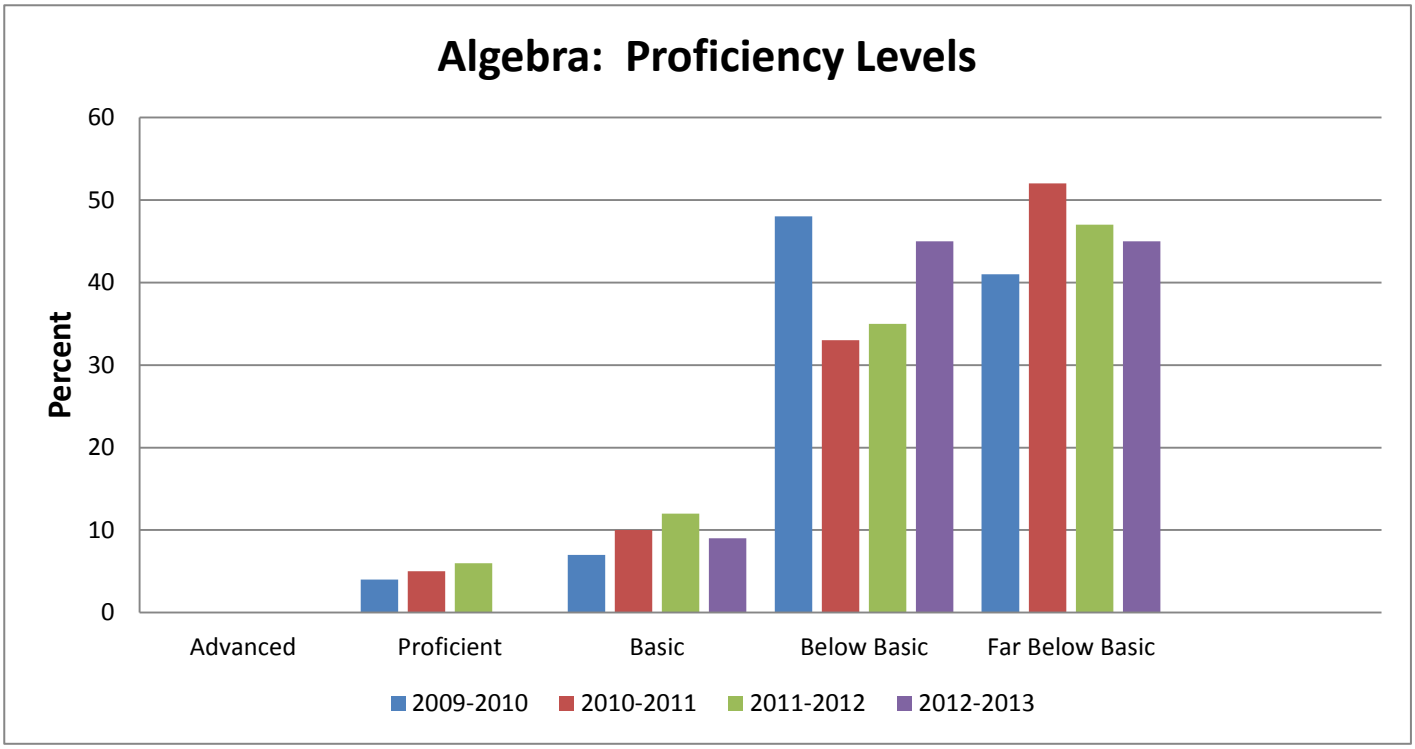
SLOCOE Demographic Data

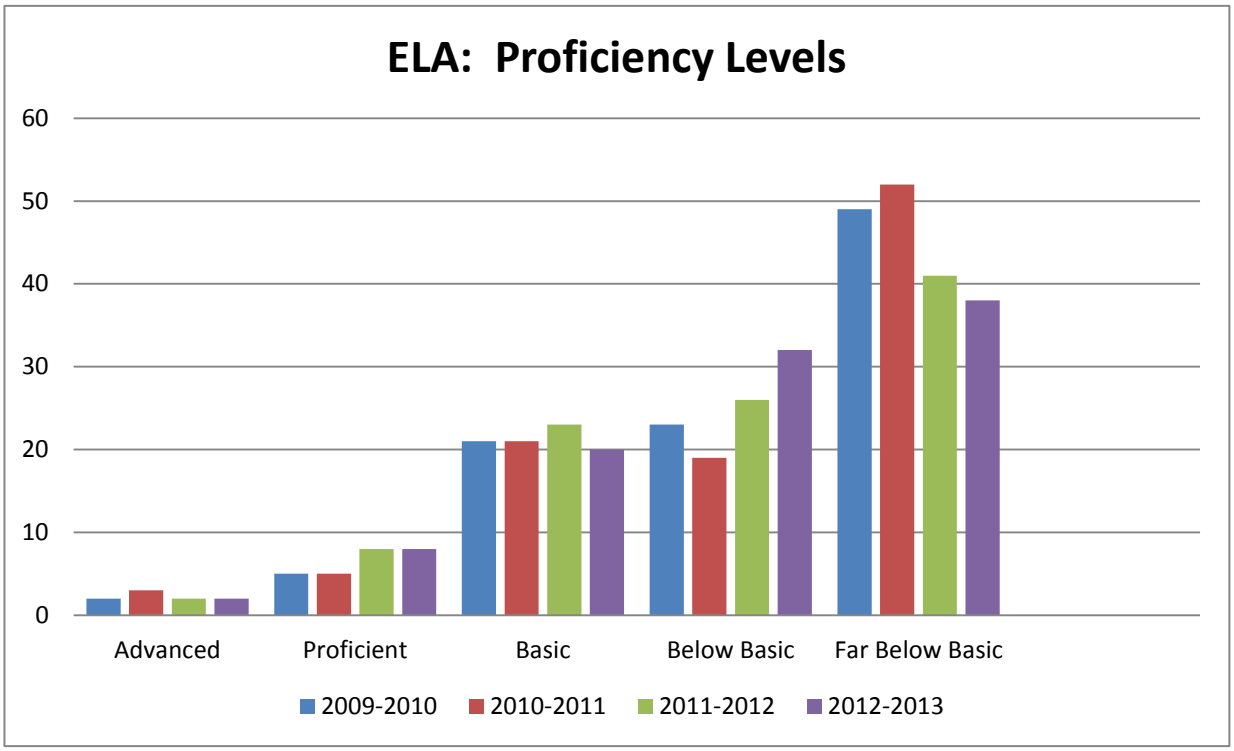
Community School Enrollment by Ethnicity and Special Population			
	2010-2011	2011-2012	2012-2013
Total Enrolled	263	308	295
Hispanic or Latino of Any Race	126	144	130
American Indian or Alaska Native, not Hispanic	8	6	11
Asian not Hispanic	1		
Filipino, not Hispanic	1		
African American, not Hispanic	5	7	3
White, not Hispanic	114	143	138
Two or More Races, not Hispanic	5	8	9
Not Reported	2		
English Learner	70	80	70

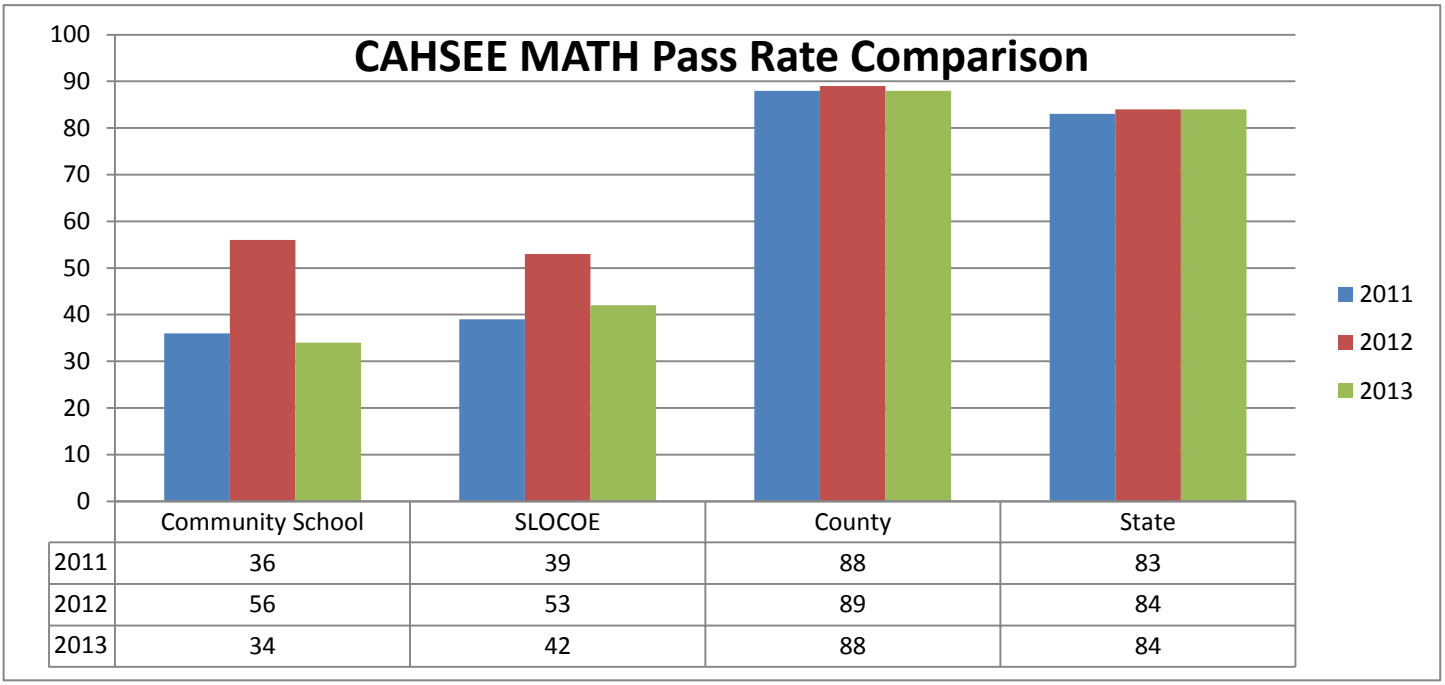
Enrollment trends over the past three years indicate an increase in overall enrollment for the Community School. Hispanic students make up the majority with White students the second largest ethnic group. The number of English Learners fluctuates, the percentage of English Learners remains close to 25%.

Academic Performance Index – Three-Year Overview
Community School

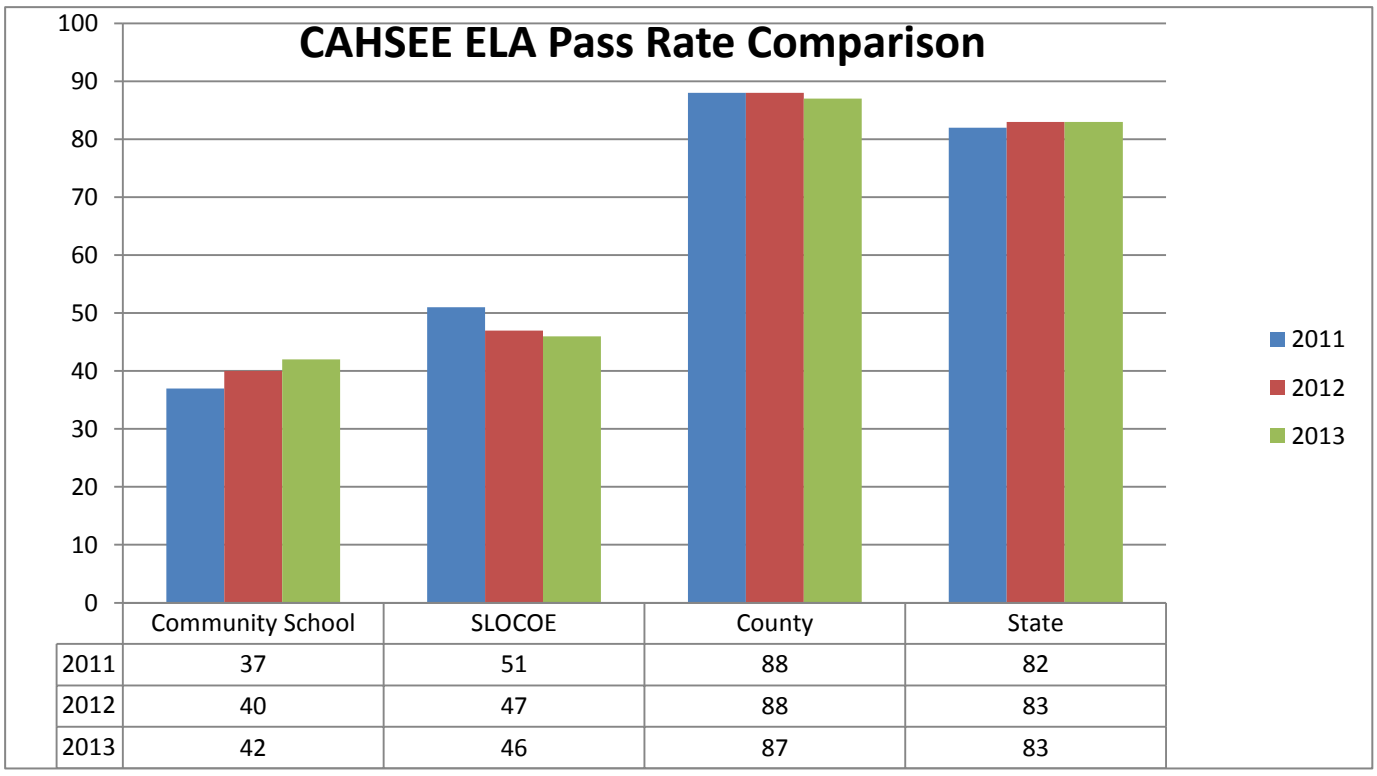
	Participation Rate Target 95%		Growth Rate for AYP			Graduation Rate
	ELA	MATH	BASE	GROWTH TARGET	GROWTH	
2010-2011	95	96	406	510	104	89.3
2011-2012	96	98	456	471	15	86
2012-2013	85	84	484	444	-40	87.7


Algebra: Proficiency Levels
Percent
60
50
40
30
20
10
0
Advanced
Proficient
Basic
Below Basic
Far Below Basic
2009-2010
2010-2011
2011-2012
2012-2013

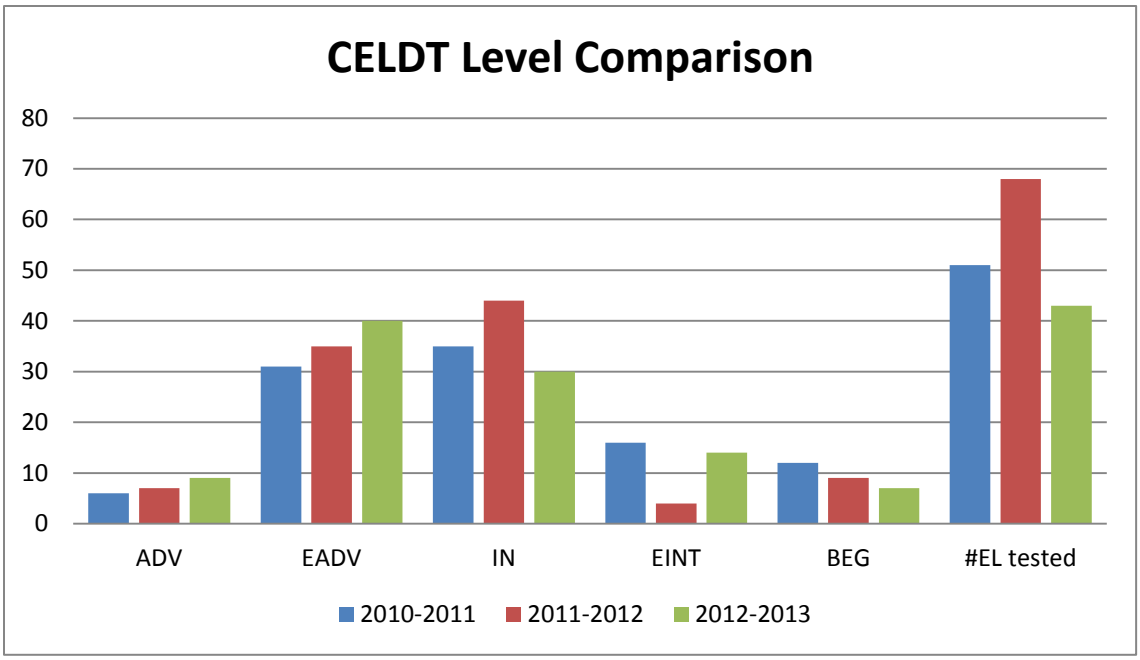

ELA: Proficiency Levels
60
50
40
30
20
10
0
Advanced
Proficient
Basic
Below Basic
Far Below Basic
2009-2010
2010-2011
2011-2012
2012-2013

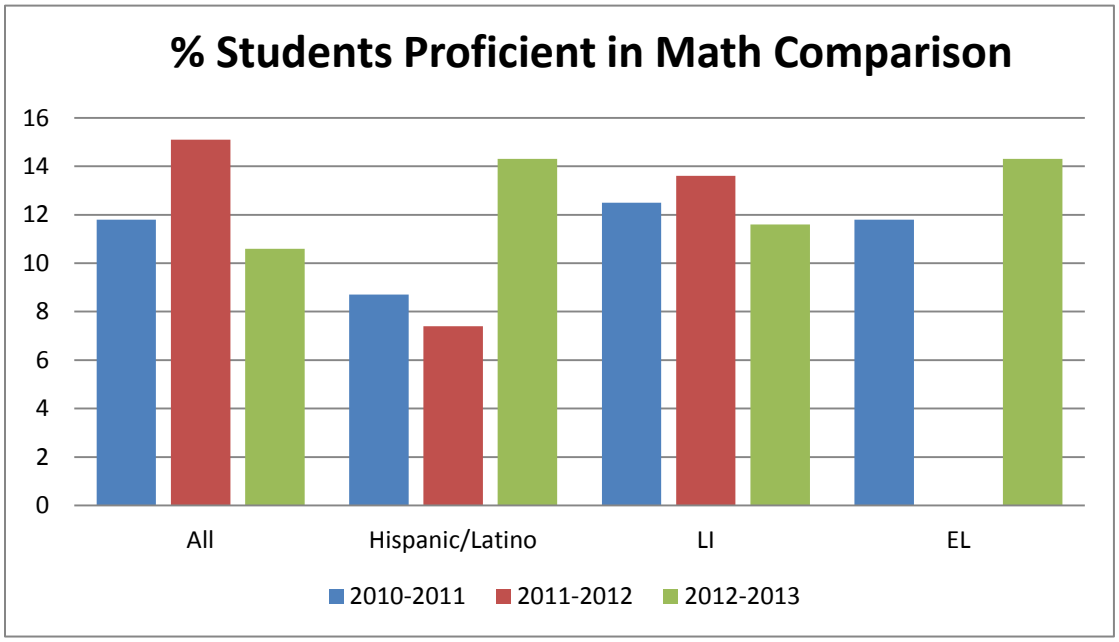


	Community School	SLOCOE	County	State
2011	36	39	88	83
2012	56	53	89	84
2013	34	42	88	84



	Community School	SLOCOE	County	State
2011	37	51	88	82
2012	40	47	88	83
2013	42	46	87	83


CELDT Level Comparison
80
70
60
50
40
30
20
10
0
ADV
EADV
IN
EINT
BEG
#EL tested
2010-2011
2011-2012
2012-2013


% Students Proficient in Math Comparison
16
14
12
10
8
6
4
2
0
All
Hispanic/Latino
LI
EL
2010-2011
2011-2012
2012-2013

Analysis of Alternative Education Student Performance Data

English/Language Arts

Due to the nature of our student population, including performance levels at entry, risk factors, and mobility, a majority of students still experience low achievement on CSTs. The lack of valid CST scores makes it difficult to interpret scoring results and our significant subgroups vary from year to year. Our most recent significant subgroups include Hispanic/Latino, English Learners, and Low income. The Hispanic/Latino subgroup consistently scores proficient at a rate of 30-50% of the majority group.

The small number of students tested, and the short time spent in our programs, makes it difficult to interpret scoring results. However, an analysis of valid and invalid scores indicates students have demonstrated growth over a three-year period in English Language Arts (ELA). The number of students in proficient or advanced is staying relatively the same. An increase in the number of students at the basic level and a decrease in the number of students at the far below basic level is noted.

Additionally, a three-year analysis of 10th grade CAHSEE ELA scores shows an increase in passing rates to 37%. The passing rate gap between all students and English Learners fluctuates, however, due to the small number of students involved, 14 EL students in 2013, this is expected.

SLOCOE Alternative Education currently uses Character Based Literacy (CBL) as its core ELA program and EDGE as an ELA intervention program. Due to the imbedded differentiation within the curriculum, we have not adopted a separate intervention program with ELD components. SLOCOE will investigate adoption of such an SBE and locally board adopted program, most likely English 3-D.

Mathematics

An analysis of valid and invalid mathematics scores indicates that over a three-year period a clear trend is not present. The length of student participation in SLOCOE programs impacts student achievement results.

CAHSEE data for Math shows a greater increase in passing rates to 55%. In math, the gap between all students and English Learners continues to remain between 15% and 26%.

Alternative Education us currently using Compass Learning and STAR Math to provide intervention for identified students. SLOCOE has determined that the core mathematics instructional materials may not be meeting the needs of the students and will explore purchase of bridge materials to aid with transition to the CCSS.

California English Language Development Test (CELDT)

The number of English Learners has increased. The data indicates that 41.9% of students taking the CELDT test are making their annual growth targets. Students attaining English proficiency, as measured by CELDT, are 28.9% of the 36 tested, for those who have been in California schools for more than 5 years. A focus on English Language Development (ELD) continues to be a high priority, and SLOCOE will be adopting a new supplemental ELD program for use with all English Learners (most likely English 3-D). Additionally, Alternative Education will more closely monitor ELs at the Intermediate level (long-term English Learners) with an increased focus on providing access to core curriculum through SDAIE strategies and explicit teaching of Academic Language.

Placement and Reclassification

Students are placed in ELD/EDGE classes based on CELDT scores and EDGE placement tests. Reclassification criteria are as follows:

- Student must receive early advanced or advanced overall and score at intermediate or higher on the CELDT in listening, speaking, reading and writing in English.
- Student must attain at or above 324 on the California Standards Test (CST) in Reading Language Arts or pass the CAHSEE in English/Language Arts.
- For general education pupils scoring below the cut point, school personnel, including the school counselor, teacher, principal/designee, determine whether factors other than English language proficiency are responsible for low performance on the CST or CAHSEE and whether it is reasonable to reclassify the student. [Page 11 of CELDT Assistance Packet for School Districts/Schools 2011-12 (Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.)] For students with a current IEP, the IEP team will meet to determine reclassification eligibility.
- For SLOCOE Community Schools, students must be on track in credits for English/language arts, mathematics, science, and history/social science.
- Teachers complete the Curriculum Observation Report and Evaluation (CORE) review of academic indicators. Students must obtain an average of 3.5.
- For pupils in kindergarten through grade two, the decision to reclassify will be based on CELDT results, teacher evaluation, parent consultation, and other available assessments.
- Parents or guardians are notified and encouraged to participate in the reclassification process. Parents or guardians are strongly encouraged to participate in a face-to-face reclassification meeting.

Follow-up Monitoring of Reclassified Students:

- A reclassified student's academic progress will be monitored for two years after

being reclassified using SLOCOE form.

- If the student transfers within that two-year period, the new school is notified and student progress continues to be monitored by the new school.

Per NCLB Section 1112 regarding Local Educational 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.

Local Measures of Student Performance

<u>Other Local Data:</u>
(Data unavailable for 2011-2012)

Mobility/Transient rate:
2012-2013 – 42 students returned to district (as of December 21, 2012)
2011-2012 - 29 students returned to District (as of January 17, 2012)
2010-2011 - 47 students returned to District
2009-2010 - 56 students returned to District

Cuts/Truants:

2012-2013 48/day
2010-2011 29.89/day
2009-2010 50/day
2008-2009 33.39/day

Tardiness:

2012-2013 22/day
2010-2011 21.83/day
2009-2010 32.71/day
2008-2009 20.90/day

Local assessment data is regularly analyzed to monitor student progress and the effectiveness of curricular materials and instructional practices. Due to the highly mobile nature of our student population, longitudinal studies of student achievement, using annual assessments such as STAR and CELDT, are not of value except in establishing base-line performance indicators. Credit accrual has been shown to be the most reliable and consistent local indicator of academic progress. Weekly progress checks enable students, parents, and teachers to monitor academic growth. Students are assessed in the following local ways to monitor their achievement:

- Curriculum benchmarks, including EDGE and CBL assessments.
- NWEA (reading and mathematics) and STAR Math pre and post assessments. Pre-tests are administered in the Fall or when a student enters one of our schools, and post-tests are given in the Spring or upon exiting Alternative Education.
- CompassLearning Odyssey assessments.
- Students participate in the CSWP, which is a timed writing assessment based on the CAHSEE. Essays are scored using a district-wide, teacher-created rubric. Individual writing samples are collected from each student and maintained by teachers. Quarterly writing samples are compared to monitor academic growth.
- Students who may qualify for Special Education services are assessed academically with the Woodcock-Johnson Test of Achievement every three years.
- GED tests are available to qualifying students, though many prefer to work towards a high school diploma and do not attempt the test.
- The CHSPE is offered to students 16 years of age or older as a means to earn a certificate confirming basic academic skills proficiency. This test is offered three to four times per year. Many prefer to work towards a high school diploma and do not attempt the test.

The importance of looking at all sources of data reflects the continuing emphasis of the ESLRs, which focus on the overall growth of the student, both behaviorally and academically.

CONCLUSION – NEEDS ASSESSMENT

APS and DAS

The Academic Progress Survey (APS) was completed by all Alternative Education Teachers. The following needs were identified:

- Pacing Guides
- Benchmark Assessments
- Professional Development, particularly in the implementation of CCSS
- Supplemental Instructional Materials for ELD
- Core Instructional Materials for Algebra
- Coaching/Mentoring for Teachers

The District Assistance Survey (DAS) was completed by members of the Cabinet (Superintendent; Chief Human Resources Officer; Assistant Superintendent, Student Programs and Services; Assistant Superintendent, Educational Support Services; Assistant Superintendent, Business; and Principal, Grizzly Charter Youth Academy). The following needs were identified:

- Pacing Guides
- Benchmark Assessments
- Professional Development
- Coaching/Mentoring for Teachers

The survey data and assessment data have been used by the District Leadership Team (DLT) to determine needs, develop goals, and select actions to meet the goals.

Student Achievement

It is difficult to use an assessment designed for a traditional school to illustrate progress or lack thereof for an Alternative Educational Program such as ours. Our students have many issues that may interfere with their ability to demonstrate growth on standardized tests. Each student comes with his or her own set of personal growth needs which have impacted his/her success in establishing positive peer relationships, achieving in the educational arena, fostering the ability to transition, adjusting to change, and ultimately the ability to attend school at a comprehensive site and maintain the skills needed to graduate from high school with a diploma or a certificate of completion. Whatever steps forward a student makes while in our program is a step he/she would not have made without our intervention. Progress is shown in each individual we serve and cannot be easily measured.

Given the unique challenges our students present, the basic facts remain clear: The majority of Alternative Education students are scoring at or below the basic level of CSTs. Most students are struggling to pass the CAHSEE. Our English Learners perform far below that of all students. Literacy and numeracy will continue to be a direct focus for our Alternative Education programs. Standardizing the ELA and Math Curriculum, developing and utilizing Pacing Guides, developing common Benchmark Assessments, and supporting teachers as they transition to full implementation of CCSS are essential to closing the achievement gaps between our Alternative Education and

students from comprehensive school settings, and our English Learners and all other students.

There has been tremendous growth in terms of our academic program in the past six years. We still focus on the social and emotional needs and skills of our students, but we do it through our academic program to facilitate buy-in and understanding. We offer a standards-based curriculum in the core academic areas. Most of our students may be defined as underperforming, so programs are designed with built-in interventions to support the goal of meeting grade-level standards. These interventions include low teacher/student ratios, individualized assignments, and supplementary instruction. Alternative Education teachers work under tremendous pressure and against the odds and understand the social and emotional health of our students is key to their success. Our devoted, professional staff works tirelessly to make certain students know they can be trusted both academically and emotionally.

Hiring and Professional Development

All Alternative Education teachers are Highly Qualified and have English Learner (EL) Authorization.

Professional Development continues to be driven by assessment of students' learning needs and by staff surveys of training needs. Up until the current year, professional development has focused on a combination of whole-staff training and site-based follow-up by our Teachers on Special Assignment (TOSAs). Trainings have focused on developing Academic Language in the classroom, implementing CompassLearning as a differentiation strategy, and identifying the special needs that our students often present.

Alternative Education has a staff development calendar that provides for approximately 120 training hours per year. Approximately seventy-five percent of this time is devoted to teacher collaboration to develop methods of instruction to support a standards-based curriculum. High priorities for the teaching staff include more training in the areas of assessment of student performance and achievement in relation to the standards and training in research-based instructional methods, analyzing student achievement data, and integrating academic and behavioral interventions. Teachers meet monthly by content area, using the Response to Intervention (RTI) model to determine appropriate strategic and intensive intervention for students.

With the implementation of CCSS, there is a clearly identified need to provide Professional Development opportunities on both the content standards as well as instructional strategies in order to meet the increasing complexity and rigor the CCSSs demand. Increasing the access and the use of technology in the classroom will be a necessary component to provide resources needed to fully implement CCSS.

SDAIE and ELD:
It has been a few years since teachers received training directed at effective strategies for ELs. All teachers would benefit from a renewed focus. The goals are to train all

teachers in the CCSS and use of Bridge materials. Teachers will participate in focused Professional Development on ELD, SDAIE Strategies, and Direct Academic Vocabulary Instruction.

ELs have specific academic needs. They must receive explicit instruction in English Language Development (ELD) as well as have access to grade level curriculum through the use of Specially Designed Academic Instruction in English (SDAIE) strategies.

<table>
<tr><td>ELD : English Language Development</td><td>SDAIE: Specially Designed Academic Instruction in English</td></tr>
<tr><td>Definition: English-Language development is a specialized program of English language instruction appropriate for the English learner (EL) student's identified level of language proficiency. This program is implemented and designed to promote
second language acquisition of listening, speaking, reading, and writing.</td><td>Definition: Specially Designated Academic Instruction in English is an approach to teach academic courses to English learner (EL) students in English. It is designed for nonnative speakers of English and focuses on increasing the comprehensibility of the academic courses typically provided to FEP and English-only students in the district. Students reported in this category receive a program of ELD and, at a minimum, two academic subjects required for grade promotion or graduation taught through SDAIE.</td></tr>
<tr><td>Purpose: Teach the English language by level of English proficiency:
Form: grammar, sentence structure, syntax
Function: social or academic purpose of communication
Fluency: practice to gain ease in production and comprehension
Vocabulary: basic, general utility, and content specific
Form, function, fluency, and vocabulary are given equal emphasis with the expected outcome to be growth in English language proficiency.</td><td>Purpose: Teach content and academic language through the use of strategies designed to support EL students:
Grade level standards based content
Strategies intended to scaffold support for EL students
Deliberate and focused student participation and interaction</td></tr>
<tr><td colspan="2">SDAIE Strategies
Use of graphic organizers-pictures can be used for those who do not read English
Use of wait time
Encourage oral language</td></tr>
</table>

- Tapping prior knowledge
- Use Total Physical Response (TPR)
- Use body movements/facial expressions and gestures
- Lower the effective filter
- Explicit vocabulary development
- Use realia, graphic organizers, and visual clues
- Repetition and practice
- Explicitly teach discourse patterns
- Encourage student to draw upon L1 (their primary language)
- Reduce idiomatic expressions and use short simple sentences. Also slow down the pace when speaking.
- Preview the content with the student prior to classroom instruction, or through more simple English text
- Use cooperative groupings

School Safety

SLOCOE is dedicated to creating a safe, drug-free learning environment for all students.

The following highlights were taken from our Healthy Kids Survey administered during the 2011-2012 school year. Additionally, challenges and implications were identified by staff during their analysis of the survey results.

- Most students are not involved in positive outside activities or hobbies.
- Many students come from single parent homes.
- Most students feel safe at school and encouraged by staff.
- The majority of students report they are abusing drugs and alcohol and have been high at school.
- Many of our students (over half) admit to drinking and driving, which affects the safety of the community.
- Over half of students used tobacco in the thirty days prior to taking the survey.
- Forty percent of students do not eat breakfast.
- Fifty-five percent of students get “very high” when using drugs.
- Seventy-seven percent of our surveyed students have tried alcohol four or more times in their lifetimes, and fifty-six percent have consumed alcohol (at least one drink) in the past 30 days. Six percent use alcohol daily in the past 30 days.
- Seventy-five percent of our surveyed students feel it is very easy to obtain marijuana.
- Twenty-two percent of our surveyed students have thought about committing suicide.
- Seventy-two percent of our surveyed students experienced their first incident of sexual intercourse at fourteen years or younger.
- Thirty-nine percent of students have had sexual intercourse with five or more people.

- Twenty percent of surveyed students reported not using any method of birth control during sexual intercourse.

As our Healthy Kids survey data indicates, many of our students take more risks and have lower self-esteem than their peers they left at the district schools. Additionally, many of our students are not even accomplishing the basic needs of having food, shelter, and basic amounts of security that enables humans to begin to progress towards emotional and intellectual maturity. Because of these factors, we recognize that many of our students are working with a lower skill set and issues of substance abuse, neglect, psychosocial issues, and in some cases, mental illness on top of the typical needs found on a traditional campus. Many students who have struggled for years academically cannot retrieve the lost years of schooling, so they have huge gaps in their knowledge base and basic skills, which makes it difficult to proceed effectively. These factors make it difficult to develop a thumbnail test for student achievement in our schools and even more difficult to compare our students' information to the general population of traditional schools' students.

<u>Alternative Education</u> <u>Performance Goal 1</u>: Increase academic rigor and learning for all students. The number of students reaching proficiency (enrolled 90 or more days at the time of testing) will increase by 20% or greater each year for the next three years. English/Language Arts Baseline: 2011-2012: 20.9; Target 2012-13: 25.08, 2013-14: 30%, 2014-15: 36% Math Baseline: 2011-2012: 13.3; Target 2012-13: 15.94%, 2013-14: 23%, 2014-15: 23.55%

<u>Special Education</u> Performance Goal 1: ***By June 2013, SLOCOE special education students will increase overall school-wide percentage of students performing at proficiency at or above in English/Language Arts from 76.7% to 77% as measured by the CAPA.***

<u>Grizzly ChalleNGe Charter School</u> Performance Goal 1: ***By June 2013, all students taking the CAHSEE ELA test will increase the pass rate to 65%, as measured by the CAHSEE results.***

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
1. Alignment of instruction with content standards **<u>Alternative Education</u>** SLOCOE will take the following steps to align instruction with CCSS for all students by: • Adopting and purchasing standards-based core and intervention ELA instructional and supplemental materials 1. Leadership teams conducts study of SBE adopted materials and determines if additional materials are needed 2. Leadership team selects publisher and	1&2. Leadership Team March – June 2013 3. Pub./Teachers August-December 2013	IM Cost	$7,000	IMFRP and Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
text 3. Publisher provides trainings for teachers, support staff and administrators 4. Publisher provided placement assessments are used to place students in correct intervention courses 5. Implement program with fidelity 6. Use publisher provided assessments to ID students to transition to core program (CBL)	4. All Teachers Upon enrollment 2013-2015 1. All Teachers Ongoing 6. All Teachers Quarterly			
• Revising pacing guides to include course descriptions for SBE and local board approved core and supplemental materials	Leadership Team May – August 2013	Release time/subs Extra Duty	$1,500	DAIT
• Providing teacher training in the implementation of an instructional model/strategy using the above-mentioned instructional materials	All Teachers August 2013	None	None	None
• Providing training to administrators in how to coach, supervise, and evaluate teachers using the newly adopted instructional materials and CCSS	All Administrators August 2013	None	None	None
• Teachers lessons will specifically reference for students CCSS and objectives being addressed	Beginning August 2013	None	None	None
<u>Grizzly</u> Staff will be provided time to review student work and test data with their colleagues and define further curriculum and teaching practices to improve	Teachers Principal Ongoing	ELA training Seminars	$4,243	Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
CAHSEE ELA achievement Instructional assistants working with students in need of extra academic support when necessary	Instructional Assistant Ongoing	IA Salary	$30,690	Title I
2. <u>Use of standards-aligned instructional materials and strategies</u>: **<u>Alternative Education</u>** • Teachers will use state and local assessment results to place students in the correct ELA courses • Teachers will implement CCSS and newly adopted instructional materials • Regular benchmark assessment results will serve to form instruction and determine appropriate interventions (re-teaching, remediation, acceleration). • Teachers will be trained in effective teaching strategies such a differentiation, student grouping, re-teaching, learning modalities using locally adopted core and supplemental materials.	All Teachers August 2013 and upon new student enrollment All Teachers Daily, beginning **August 2013** All Teachers Quarterly, beginning August 2013 All Teachers Beginning August 2013	Early Release Days None Early Release Days Professional Development	None None None $7,500	Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
• Administrators will conduct bi-weekly walk-throughs to ensure proper implementation of materials and effective instruction in all classrooms.	Administrators Beginning September 2013	None	None	
• Formative and summative standards-based assessments will be utilized. Teachers will routinely and collaboratively examine assessment results and student work to monitor progress and inform instruction and determine appropriate placement.	Teachers Beginning September 2013	Early Release Days	None	
• Student participation in STAR, CAHSEE, and NWEA assessments will be monitored; data analysis will be facilitated.	Beginning August 2012 Ongoing	Classified Coordinator .10 FTE	$8,314	Title I
<u>Special Education</u> Identification of instructional materials aligned with common core standards and meeting the instructional needs of Deaf and/or Hard of Hearing Students in County DHH Special Day Classes.	Certificated Staff Classified Coordinator 8/12 – 6/13	Release time/Extra Duty	$4,030	Title I
<u>Grizzly</u> Purchase supplementary, ELA and CCSS standards-aligned materials	Principal	Materials	$7,431	Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time:				
Alternative Education SLOCOE will provide supplemental, extended learning opportunities in order to facilitate small group structures to maximize learning time for reading and instruction through Extended School Year (Summer School). Summer School is offered for 4 weeks in the summer months.	Teachers Administrators Paraprofessionals Beginning Summer, 2013	Staff Salaries Supplemental Instructional Materials	$15,000 $5,000	Title I
A teacher provides individual support to those students with personal and family challenges that prevent them from attending school daily. Working with these students, the teacher conducts a credit assessment and assists in developing a plan to meet the academic requirements for transition back to the district or graduation from Court/Community Schools.	Teacher 2012-2013	Teacher .0484 FTE	$4,844	Title I
Targeted individual and small group instructional ELA interventions will be provided to identified students.	Paraprofessional 2012-2013	Paraprofessional 3 @ .4375 FTE	$61,382	Title I
Strategic and intensive ELA academic intervention is provided in the Learning Centers at Loma Vista, San Luis and Chalk Mountain	Teachers 2012-13	Teacher, .34 FTE Teacher, .375 FTE	$34,379 $27,861	Title I Title I
Intensive ELA academic interventions are provided to students at the Court School.	Teacher Instructional Assistant 2012-13	Teacher, .095 FTE Instructional Assistant, .375 FTE	$9.606 $16,280	Title I – Part D Title I – Part D

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Children's Creative Art Project provides an opportunity for student success in a creative venue, extending the link of the CCSS-ELA to the California State Visual and Performing Arts Content Standards. **Grizzly** Offer community experiences to students to expose them to transition resources and options (college tours, program speakers, vocational visits) Offer Aventa Distance Learning	Consultant 2012-2013 Staff Students Staff Students	Consultant Transportation Materials Misc On-line tuition	$10,000 $15,203 $3,800	Title 1 Title I Title I
4. Increased access to technology: **Alternative Education** Access current technology, develop and prioritize purchases to increase accessibility to research-based supplemental materials and resources. • Provide up to date computers, as needed, in every classroom in order to allow access to supplemental instructional materials and on-line resources. • Increase Internet speeds at school sites as needed to ensure proper operation of supplemental on-line programs.	Leadership Team IT Department Spring 2013	Hardware Infrastructure	Not to exceed $17,500	Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
• Use of on-line diagnostic assessments (NWEA) to place students in appropriate intervention.	All Teachers	NWEA Annual License	$1,500	Title I
• Increase the use of relevant on-line learning tools such as CompassLearning.	IT Department	Compass Learning Annual Subscription/License	$4,500	Title I
• Promote teacher use of the Internet to access ELA and ELD resources and topics in order to assist teachers in successfully teaching all students.	Leadership	None	None	
5. <u>Staff development and professional collaboration aligned with standards-based instructional materials</u>:				
<u>Alternative Education</u>				
• Administrators will accompany teachers in CCSS ELA training.	August 2013	Trainer Costs	$2,500	DAIT
• Administrators will participate in "walkthrough" training in order to support implementation of instructional materials and instructional strategies.	August 2013	Trainer Costs	$1,500	DAIT
• Teachers will participate in training on the use of state and local board adopted instructional core and supplemental materials with an emphasis on CCSS ELA.	Beginning August 2013	Trainer Costs	$2,500	DAIT

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
• Teachers and paraprofessionals will participate in Professional Learning Communities to collaboratively analyze state and local assessment results and student work to inform instruction.	Beginning August 2013 Monthly early-release days	None	None	
• Fund Coordinator to provide --Modeling/coaching related to implementation of EL strategies and CCSS ELA --Direct instruction and small group, pull-out instruction for ELs	Leadership Team Ongoing	Coordinator	$87,000	Title I Title III
• Coordinate monthly staff meetings to disseminate information related to student achievement and program improvement.	Leadership Team Monthly	Materials and Supplies	$750	Title I
• Provide professional development related to the enhanced technology materials and resources.	IT Department Spring 2013	Trainer	$2,500	Title I
• Attend Aeries training to increase knowledge of how state assessment data can be disaggregated for teachers to assist with planning for instruction.	Classified Coordinator Fall 2013	Training	$500	Title I
• Attend JCCASAC conferences to network and learn best practices for meeting the ELA needs of alternative students	Leadership Team 1-2 staff Spring 2013 2013-2013	Training	$2,000	Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
• Miscellaneous conferences, workshops (registration, travel, meals, lodging) to support teacher implementation in CCSS ELA.				
6. <u>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents)</u>: Required advisory groups will be established to represent all subgroups with regard to ELA achievement. Each school will maintain a School Site Council comprised of staff, parent(s), students and community members which: - Receives reports on student assessment results - Communicates the results to the school community - Contributes input on how to improve the school's ELA program SLOCOE will send each parent his or her student's individual assessment results, with an explanation of how to interpret them. Parent Notification of identification/assessment is sent in Spanish and English.	Leadership/Staff			

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
SLOCOE works closely with Foster Youth Services to communicate student progress. Parents are notified of the availability of free SES. **<u>Alternative Education</u>**				
Support parent outreach through multiple communication processes (student/parent handbook, newsletters, mailings, phone calls, parent information meetings).	Ongoing School Year Leadership	Materials Supplies Mailings	$4,844	Title I
Translator/Interpreter to assist with communication of Spanish speaking families, parent outreach, referrals to outside agencies, gas and childcare.	Ongoing Leadership	Consultant	$1,000	Title I
Support/Incentives for parents to attend SSC meetings.	Ongoing Leadership	Gas cards Childcare Meals and Materials	$600	Title I
Provides observation, assessment, development and implementation of behavior intervention strategies in response to behavior issues and problems among identified students; also provides training, consultation, and assistance to faculty, staff, students and families.	Ongoing Leadership	Behavior Intervention Service Manager .35 FTE	$38,192	Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Parent/student meetings are scheduled upon Enrollment. Translation is provided as needed. SLOCOE clearly communicates with districts regarding the referral and return of students to and from SLOCOE programs. SLOCOE will continue collaboration with parents and IEP team members to ensure smooth transitions between infant to preschool programs, preschool to elementary programs, elementary to middle school programs, and middle school to high school programs, and the world for work. SLOCOE will continue to develop, by age 16, a transition plan as part of the IEP. The transition plan is a collaboration of school staff, parents, and the student that plans for graduation and transition to the adult world including college, community, and work environments.	None	None	None	

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. <u>Monitoring program effectiveness</u>:				
SLOCOE and school administration will fully support the Public School Accountability Act.	Accountability Director 2013-2015	No Federal or State Categorical Funds will be used for these items		
SLOCOE will participate in the California standards-based State Testing and Reporting System (STAR) and the California Alternate Performance Assessment (CAPA) program.	Accountability Director 2012-2015			
Test data, AYP and API results will be used to monitor programs, inform instruction, and drive changes in ELA instructional practices where needed.	Accountability Director 2013-2015			
Teachers will regularly examine student work to: determine mastery of CCCSS ELA standards, inform instruction, drive changes in reading instructional practices, and provide re-teaching where needed.	Principal Teachers 2013-2015			
Regular evaluation of certificated and classified staff per union contracts.	Administrators 2013-2015			
Administrator walk-throughs and classroom observations will be used to monitor the effectiveness of the Core and Intervention ELA programs.	Administrators Teachers 2013-2015			

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Teacher peer-support and mentoring will be used to increase teacher and program effectiveness in reading.	Administrators Teachers			
9. <u>Targeting services and programs to lowest-performing student groups</u>: **<u>Alternative Education/Grizzly</u>** Staff will continue to identify students performing below grade level, and provide appropriate intervention using state and locally approved materials. Use of paraprofessionals and instructional assistants in classrooms as needed. Multiple periods of reading ELD offered to identified students. Teachers will use differentiated, scaffolding, re-teaching, and English Language Development instructional strategies to provide for the individual reading needs of identified students. **<u>Special Education</u>** Besides providing access to the core curriculum, the Special Education Department ensures that	Teachers Ongoing	Regularly scheduled PLCs	No Cost (cost of Parapro. already identified)	

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
each student receives additional individualized services according to their IEPs/IFSPs such as: Speech/language therapy, audiology services, vision and mobility services, occupational therapy, physical therapy, specialized health services, adaptive physical education, counseling, positive behavior planning and social skills training, and English Learner services for the students identified as EL. Continue to provide small class sizes for preschool through secondary students. Continue to provide low teacher/adult to student ratios with the option of 1:1 support when needed. Continue to provide small class sizes for preschool through secondary students. Continue to provide instruction with non-disabled peers in the least restrictive environment as much as possible for each student.				

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. Any additional services tied to student academic needs: **Alternative Education** Alternative Education will explore the possible use of the following auxiliary services to enhance the regular program • Counselors • Mental Health Therapists • Social Workers • Bilingual/Bicultural Parent/Community Outreach Liaison **Grizzly** Student support is provided through counselors and other services are provided by the National Guard in the area of communication skills, housing, mental and emotional health, and other needs as determined. **Special Education** Psychologists are available and work with the IEP teams in the testing and evaluation of students. The teachers and principal work with the SLOCOE staff and other district staff to ensure that students who are eligible for a high school diploma are on track for graduation.				

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Service providers work with students whose needs qualify them for additional services. These include any of the following services as needed by the student and based upon qualification and IEP team determination: audiologists, nurses, occupational/physical therapists, speech and language pathologists , adaptive physical education specialists, orientation/mobility specialists, workability coaches work with post-secondary students for on-the-job training, counselors/therapists, and behavior specialists.				

Planned Improvement in Student Performance in Mathematics
(Summarize information from district-operated programs and approved school-level plans)

<u>Alternative Education</u> Performance Goal 1: ***The number of students reaching proficiency (enrolled 90 or more days at the time of testing) will increase by 20% or greater each year for the next three years. Math Baseline: 2011-2012: 13.3; Target 2012-13: 15.94%, 2013-14: 23%, 2014-15: 23.55%***
<u>Special Education</u> Performance Goal 1: ***By June 2013, SLOCOE special education students will increase overall school-wide percentage of students performing at proficiency at or above in Mathematics from 61.4% to 62%% as measured by the CAPA.***
<u>Grizzly ChalleNGe Charter School</u> Performance Goal 1: ***By June 2013, all students taking the CAHSEE Mathematics test will increase the pass rate to 65%, as measured by the CAHSEE results.***

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards **<u>Alternative Education</u>** SLOCOE will take the following steps to align instruction with CCSS for all students by: • Adopting and purchasing standards-based core and intervention Math instructional and supplemental materials 1. Leadership teams (which includes teachers) conducts study of SBE adopted materials and determines if additional materials are needed 2. Leadership team selects publisher and text	1&2. Leadership Team March – June 2013 3. Pub./Teachers August-December 2013 4.All Teachers Upon enrollment 2013-2015	IM Cost	$7,500	IMFRP and Title I

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Publisher provides trainings for teachers, support staff and administrators 4. Publisher provider placement assessments are used to place students in correct intervention courses 5. Implement program with fidelity 6. Use publisher provided assessments to ID students to transition to core math program	5.All Teachers Ongoing 6. All Teachers Quarterly			
• Revising pacing guides to include course descriptions for SBE and local board approved core and supplemental materials	Leadership Team May – August 2013	Release time/subs Extra Duty	$1,500	DAIT
• Providing teacher training in the implementation of instructional strategies using the above-mentioned instructional materials	All Teachers August 2013	None	None	None
• Providing training to administrators in how to coach, supervise, and evaluate teachers using the newly adopted instructional materials	All Administrators August 2013	None	None	None
• Teachers lessons will specifically reference for students CCSS Mathematics and objectives being addressed	Beginning August 2013	None	None	None

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. <u>Use of standards-aligned instructional materials and strategies</u>: **<u>Alternative Education</u>**				
• Teachers will use state and local assessments results to place students in the correct math courses.	All Teachers Ongoing and upon new student enrollment	Early Release Days	None	
• Teachers will implement CCSS Math and newly adopted instructional materials.	All Teachers Daily, beginning August 2013	None	None	
• Regular benchmark assessment results will serve to inform instruction and determine appropriate interventions (re-teaching, remediation, acceleration).	All Teachers Quarterly, beginning August 2013	Early Release Days	None	
• Teachers will be trained in effective teaching strategies such a differentiation, student grouping, re-teaching, learning modalities using locally adopted core and supplemental materials.	All Teachers Beginning August 2013	Professional Development	$15,000	Title I
• Administrators will conduct bi-weekly walk-throughs to ensure proper implementation of materials and effective instruction in all classrooms.	Administrators Beginning September 2013	None	None	
• Formative and summative standards-based assessments will be utilized. Teachers will	Teachers Beginning September 2013	Early Release Days	None	

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
routinely and collaboratively examine assessment results and student work to monitor progress and inform instruction and determine appropriate placement. • Student participation in STAR, CAHSEE, and NWEA assessments will be monitored; data analysis will be facilitated.	Beginning August 2012 Ongoing	Classified Coordinator .10 FTE	$8,314	Title
Grizzly Staff will review student work and test data with colleagues to further define CCSS Math curriculum and improve CAHSEE Math Achievement.	Principal Staff Ongoing	Trainings and Seminars	$4,242	Title I
Instructional assistants working with students in need of extra mathematics academic support when necessary	Instructional Assistant	IA Salary	$28,176	Title I
3. Extended learning time: **Alternative Education** SLOCOE will provide supplemental, extended learning opportunities in order to facilitate small group structures to maximize learning time for reading and instruction through Extended School Year (Summer School). Summer School is offered for 4 weeks in the summer months.	Teachers Administrators Paraprofessionals Beginning Summer, 2013	Staff Salaries Supplemental Instructional Materials	$15,000 $5,000	Title I
A teacher provides individual support to those students with personal and family challenges that	Teacher 2012-2013	Teacher .0484 FTE	$4,844	Title I

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
prevent them from attending school daily. Working with these students, the teacher conducts a credit assessment and assists in developing a plan to meet the academic requirements for transition back to the district or graduation from Court/Community Schools.				
Targeted individual and small group instructional interventions will be provided to identified students.	Paraprofessional 2012-2013	Paraprofessional 3 @ .4375 FTE	$61,382	Title I
Strategic and intensive academic intervention is provided in the Learning Centers at Loma Vista, San Luis and Chalk Mountain	Teachers 2012-13	Teacher, .34 FTE Teacher, .375FTE	$34,379 $27,861	Title I Title I
1:1 and small group pre- and re-teaching are provided to students at the Court School.	Teacher Instructional Assistant	Teacher, .095 FTE Instructional Assistant .375 FTE	$9,606 $16,280	Title I – Part D Title I – Part D
4. <u>Increased access to technology</u>: **<u>Alternative Education</u>** Access current technology, develop and prioritize purchases to increase accessibility to research-based supplemental materials and resources. • Provide up to date computers, as needed, in every classroom in order to allow access to supplemental instructional materials and on-line resources.	Leadership Team IT Department Spring 2013	Hardware Infrastructure	Not to exceed $17,500	Title I

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
• Increase Internet speeds at school sites as needed to ensure proper operation of supplemental on-line programs.				
• Use of on-line diagnostic assessments (NWEA) to place students in appropriate intervention.	All Teachers Ongoing	NWEA Annual License	$1,250	Title I
• Increase the use of relevant on-line learning tools such as Renaissance Learning.	IT Department	Renaissance Annual Subscription/License	$2,494	Title I
• Promote teacher use of the Internet to access mathematics resources and topics in order to assist teachers in successfully teaching all students.	Leadership	None	None	
5. <u>Staff development and professional collaboration aligned with standards-based instructional materials</u>:				
<u>Alternative Education</u> • Administrators will participate in CCSS Mathematics training.	August 2013	Trainer Costs	$2,500	DAIT
• Administrators will participate in "walkthrough" training in order to support implementation of instructional materials and instructional strategies.	August 2013	Trainer Costs	$1,500	DAIT

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
• Teachers will participate in training on the use of state and local board adopted instructional core and supplemental materials with an emphasis on CCSS ELA.	Beginning August 2013	Trainer Costs	$2,500	DAIT
• Teachers and paraprofessionals will participate in Professional Learning Communities to collaboratively analyze state and local assessment results and student work to inform instruction.	Beginning August 2013 Monthly early-release days	None	None	
• Consider reinstatement of TOSA to provide modeling/coaching related to implementation of Mathematics strategies and CCSS Math.	Leadership Team August 2013	2-TOSAS	$87,000	Title I Title III
• Coordinate monthly staff meetings to disseminate information related to student achievement and program improvement.	Yearly	Materials and Supplies	$750	Title I
• Provide professional development related to the enhanced technology materials and resources.	eadership Team Monthly	Trainer	$2,500	Title I
• Attend Aeries training to increase knowledge of how state assessment data can be disaggregated for teachers to assist with planning for instruction.	IT Department Spring 2013	Training	$500	Title I
• Attend JCCASAC conferences to network and learn best practices for meeting the math	Classified Coordinator	Training	$2,000	Title I

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
needs of alternative students. • Miscellaneous conferences, workshops (registration, travel, meals, lodging) to support teacher implementation in CCSS Math. **Grizzly** Technology Trainer position to improve access and implementation to technology to support Math CCSS n the classroom	September 2013 2 staff Technology Trainer	Technology Trainer Salary	$75,381	Title I
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents) Required advisory groups will be established to represent all subgroups with regard to Math achievement. Each school will maintain a School Site Council comprised of staff, parent(s), students, and community members which: • Receives reports on student assessment results • Communicates the results to the school community • Contributes input on how to improve the school's Math program SLOCOE will send each parent his or her student's				

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
individual assessment results, with an explanation of how to interpret them. Parent Notification of identification/assessment is sent in Spanish and English. SLOCOE works closely with Foster Youth Services to communicate student progress. Parents are notified of the availability of free SES. **Alternative Education**				
Support parent outreach through multiple communication processes (student/parent handbook, newsletters, mailings, phone calls, parent information meetings).	2013-14 School Year Leadership	Materials Supplies Mailings	$4,844	Title I
Translator/Interpreter to assist with communication of Spanish speaking families.	2013-14 Leadership	Consultant	$1,000	Title I
Support/Incentives for parents to attend SSC meetings.	2013-14 Leadership	Gas cards Childcare Meals and Materials	$600	Title I
Provides observation, assessment, development and implementation of behavior intervention strategies in response to behavior issues and problems among identified students; also provides training, consultation, and assistance to faculty, staff, students, and families	2013-14 Leadership	Behavior Intervention Service Manager .35 FTE	$38,192	Title I

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Grizzly Develop a free Grizzly App that will include information such as: • How parents can access student grades; • School schedule including, Family Day, Open House, Home Pass dates, Graduation date; • Effective parenting strategies; • Title I and Title III parent rights; and • School updates	Principal	Technology Support Materials	$3,249	Title I
Special Education Parent Training Meetings on EBPs Parent Involvement in developing updated and EBP focused Parent Compacts Parent Participation in SSC Individual Classroom events encouraging parent participation	Certificated Staff Classified Staff Management Parents Ongoing	Meeting Materials	$500	Title I
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Parent/student meetings are scheduled upon Enrollment.		None	None	

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Translation is provided as needed. SLOCOE clearly communicates with districts regarding the referral and return of students to and from SLOCOE programs. SLOCOE will continue collaboration with parents and IEP team members to ensure smooth transitions between infant to preschool programs, preschool to elementary programs, elementary to middle school programs, and middle school to high school programs, and the world for work. SLOCOE will continue to develop, by age 16, a transition plan as part of the IEP. The transition plan is a collaboration of school staff, parents and the student that plans for graduation and transition to the adult world including college, community and work environments.	None			
8. <u>Monitoring program effectiveness</u>: SLOCOE and school administration will fully support the Public School Accountability Act. SLOCOE will participate in the California standards-based State Testing and Reporting System (STAR) and the California Alternate Performance Assessment (CAPA) program.	Accountability Director 2013-2015 Accountability Director 2012-2015	No Federal or State Categorical Funds will be used for these items		

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Test data, AYP and API results will be used to monitor programs, inform instruction, and drive changes in mathematics instructional practices where needed. Teachers will regularly examine student work to: determine mastery of CCCSS Math standards, inform instruction, drive changes in reading instructional practices, and provide re-teaching where needed. Regular evaluation of certificated and classified staff per union contracts. Administrator walk-throughs and classroom observations will be used to monitor the effectiveness of the Core and Intervention math programs. Teacher peer-support and mentoring will be used to increase teacher and program effectiveness in reading.	Accountability Director 2013-2015 Principal Teachers 2013-2015 Administrators 2013-2015 Administrators Teachers 2013-2015 Administrators Teachers			
11. <u>Targeting services and programs to lowest-performing student groups</u>: **<u>Alternative Education/Grizzly</u>** Continue to identify students performing two or more years below grade level, and provide appropriate intervention using state and locally				

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
approved materials. Use of paraprofessionals in classrooms as needed. Teachers will use differentiated, scaffolding, and re-teaching instructional strategies to provide for the individual reading needs of identified students. **Special Education** Besides providing access to the core curriculum, the Special Education Department ensures that each student receives additional individual services according to their IEPs/IFSPs such as: Speech/language therapy, audiology services, vision and mobility services, occupational therapy, physical therapy specialized health services, adaptive physical education, counseling, positive behavior planning and social skills training, and English Learner services for the students identified as EL. Continue to provide small class sizes for preschool through secondary students Continue to provide low teacher/adult to student ratios.				

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Continue to provide small class sizes for preschool through secondary students. Continue to provide low teacher/adult to student ratios. Continue to provide instruction with non-disabled peers in the least restrictive environment as much as possible for each student.				
12. <u>Any additional services tied to student academic needs</u>: **<u>Alternative Education</u>** Alternative Education will explore the possible use of the following auxiliary services to enhance the regular program • Counselors • Mental Health Therapists • Social Workers **<u>Grizzly</u>** Student support is provided through counselors and other services provided by the National Guard in the area of communication skills, housing, mental and emotional health, and other needs as determined. **<u>Special Education</u>**				

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Psychologists are available and work with the IEP/IFSP teams in the testing and evaluation of students. Teacher and principal work with the SLOCOE staff and other district staff to ensure that students who are eligible for a high school diploma are on track for graduation. Service providers work with students whose needs qualify them for additional services. These include any of the following services as needed by the student and based upon qualification and IEP team determination: audiologists, nurses, occupational/physical therapists, speech and language pathologists , adaptive physical education specialists, orientation/mobility specialists, workability coaches to work with post-secondary students for on-the-job training, counselors/therapists, and behavior specialists.				

Performance Goal 2: ***All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: • Meeting the annual measurable achievement objectives described in Section 3122; • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); and • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1).	1. a. • Systematic ELD instruction using SBE and local board approved ELD core and supplemental materials • SDAIE techniques for access to core instruction • Differentiated instruction b. • Purchase of SBE and local board approved textbooks and materials to be used in Alternative Education classrooms • Attend Character Based Literacy (CBL) training • Purchase CBL materials • Use CBL to teach ELA c. • CELDT scores reviewed • Use of embedded assessments (EDGE, Scholastic English 3D)

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	d. Describe how the LEA will promote parental and community participation in LEP programs. 2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and Academic achievement in the core academic subjects 3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;	d. • Parent Notification of identification/assessment is mailed in English and Spanish • Parent/Guardian discussion at enrollment meeting • Parent/Guardian participation in SSC and ELAC 2. • Use of SBE and local board approved texts and instructional materials for English Learners • CELDS scores and ELD benchmarks • Assess and develop instruction based on student need • Instructional Aides and/or EL Intervention TOSA to preview/review content material for ELs • Publisher provided diagnostic/placement/performance assessments 3. All teachers have EL authorization • SDAIE training for teachers • Academic Language training for teachers • Professional Development in CCSS for ELA • Professional Development on analysis of student data/student achievement

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom.		
Allowable Activities	4. Upgrade program objectives and effective instructional strategies.	**Yes**	**If yes, describe:** Marzano's Academic Vocabulary SDAIE
	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	**Yes**	**If yes, describe:** Tutorials – EL TOSA will provide individual and small group instruction to increase access to core curriculum Intensive Instruction – Compass Learning Read 180
	6. Develop and implement programs that are coordinated with other relevant programs and services.	**No**	**If yes, describe:**

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	7. Improve the English proficiency and academic achievement of LEP children.	**Yes**	**If yes, describe:** Supplemental ELD instructional materials – Scholastic English 3D Read 180
	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – a. To improve English language skills of LEP children, and b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**Yes**	**Contract with private non-profit agency for a bilingual-bicultural counselor to family outreach, assist with agency referrals, and to assist parents in helping their child become proficient in English.**
	9. Improve the instruction of LEP children by providing for – a. The acquisition or development of educational technology or instructional materials; b. Access to, and participation in, electronic networks for materials, training, and communication; and c. Incorporation of the above resources into curricula and programs.	**No**	**If yes, describe:**
	10. Other activities consistent with Title III.	**No**	**If yes, describe:**

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation;	1. a. • Written policies and procedures are in the English Learner Master Plan • CELDT scores and language proficiency determination • CDE guidelines for EL identification b. • Written policies and procedures are in the English Learner Master Plan • CELDT scores and language proficiency determination • CDE guidelines for EL identification • NWEA Reading and Math Assessments • IEP team determination c. • Parent Notification and Student Placement Form describes the following program options: SEI, SDAIE, and mainstream academic instruction. The designated program for the student is indicated. d. • Core content areas are listed for the respective placement of each student • Written procedures are given to parents

Required Activity	f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and h. information pertaining to parental rights that includes written guidance detailing – i. the right that parents have to have their child immediately removed from such program upon their request; ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	e. • Students will enroll in grade appropriate courses • State and local board adopted texts and instructional materials that support ELA and ELD are used • Language/fluency objectives are included in IEPs f. • The exit requirements are specified on the parent notification, along with the expected rate of transition and graduation g. • The IEP team discusses all student needs with parents at interim, annual, and triennial meetings in the parents' primary language h. i. • Parent Notification Letter (sent in Spanish and English) includes options for placement and are translated into primary language • Interpreters are provided for oral communication with parent ii. • Parent Notification Letter includes an option to decline or select another instructional method • Interpreters are provided for oral communication with parent iii. • Interpreters are provided for oral communication with parent • Parent explanation is provided in Spanish and English

Note: Not later than 30 days after the beginning of the school year notifications must be provided to parents of students enrolled since the previous school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.	Notification is provided to parents of student enrolled not later than 30 days after the beginning of the school year. For students who enroll after the first of the year, notification takes place within 2 weeks of placement
LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.	Parents are notified if the LEA fails to make progress on the annual measurable achievement objects (AMAOs) not later than 30 days after such failure occurs.

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**No**	**If yes, describe:**
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**No**	**If yes, describe:**
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**No**	**If yes, describe:**
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**No**	**If yes, describe:**

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	**No**	**If yes, describe:**
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	**No**	**If yes, describe:**
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	**No**	**If yes, describe:**

Performance Goal 3: ***By 2005-06, all students will be taught by highly qualified teachers.***

Summary of Needs and Strengths for Professional Development
Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
Staff: Scientific research based staff development. Staff development to build capacity of teachers. Staff development is focusing on all students: differentiation. Staff development addresses the diverse needs of all students, i.e., focus on special needs of all significant sub groups. Targeted staff development to build leadership to address closing the student achievement gaps. Staff development building teacher technology literacy. ADMINISTRATIVE: Administrators participate in all staff development activities with teachers. PARAPROFESSIONALS: Targeted training for paraprofessionals.	Staff: Refocus staff development on the proper implementation of previously and newly purchased ELA core and intervention materials, including Character Based Literacy, and SBE and locally adopted Core and intervention materials Refocus staff development on the proper implementation of newly purchased and adopted Math Core and intervention materials at all grade levels. Focus publisher trainings around CCSS, differentiation, scaffolding, and English language development strategies. Building quantitative assessment practices into lesson planning and unit development. Data analysis training on how to collect, disaggregate, and analyze data to drive instruction and staff development Staff Development training in implementing new technologies in the classroom for teaching and learning, such as: Smart Technology and computerized tablets.

STRENGTHS	NEEDS
	ADMINSTRATION: Future training to support the identified needs of teachers and paraprofessionals based on student achievement needs. Outreach and collaboration with local educational agencies to provide training for the specific needs of small schools PARAPROFESSIONALS: Training to ensure that paraprofessionals meet NCLB highly qualified paraprofessional requirements. Continued training in content and strategies to support student achievement needs. ALL STAFF: Positive Behavior Intervention Strategies training to assist staff in addressing student with challenging behaviors.

Performance Goal 3: ***By 2005-06, all students will be taught by highly qualified teachers.***

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: All SLOCOE teachers are highly qualified in the core curricular areas. Alternative Education Leadership team will plan and implement targeted professional development to staff in implementing research-based best practices for delivering a consistent core curriculum. • District-adopted core curriculum program including CCSS-aligned supplementary materials • Intervention programs and materials • CCSS ELA and Mathematics Frameworks • Development and use of placement/diagnostic, formative, and summative assessments Alternative Education teachers will provide collaboration time for staff members to develop and share adopted materials and common instructional approaches to improve continuity between similar levels and programs.	Beginning August 2013 Leadership Team Teachers Beginning August 2013 Leadership	Planning Monthly Collaboration	All PD related expenditures are noted in Goal #1	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Special Education</u> Ongoing professional development opportunities for staff to provide training in best practices and instructional support via Certificated Training and Conference Attendance in specific areas of professional development such as PECS (Picture Communication System, Curriculum Training, Technology Implementation, Cal-Ed. Educators for the Blind and Visually Impaired Conference)	Certificated Staff Ongoing	Materials and supplies	$19,500	Title I
Train, coach and monitor instructional staff in the use of Evidence Based Practices to develop language, self help and time on task for students through completion of Autism Internet Modules. Focus of Professional Development • Curriculum • Instructional strategies • Assessment • Classroom management • Use of Technology • Intensive intervention strategies • Effective Behavior Management strategies SLOCOE will train all staff in the analysis of CAHSEE, CST and CELDT results. Alternative Education will develop, implement, and assess Benchmark standards in CCSS ELA and Mathematics and intervention classes.	Program Specialist Certificated Staff Ongoing	P.S. Salary Modules	$4,300 $4,000	Title I Title I

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
SLOCOE and Alternative Education will research options for providing in-classroom coaching support that is not tied to formal evaluation.				
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: The SLOCOE and Alternative Education Leadership Team will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed state content and academic achievement standards. These committees will pay special attention to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups. They will then design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and directors will serve as demonstrators and coaches for those who are less successful.	SLOCOE Leadership Team		All PD related expenditures are noted in Goal #1	
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader	SLOCOE Leadership Team		All PD related expenditures are noted in	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
strategy to eliminate the achievement gap that separates low-income and minority students from other students: SLOCOE serves the lowest performing students in the county. These students typically perform in the 25th percentile or below in all subject areas on typical state mandated tests (CST and CAHSEE). Staff development will have impact by changing teacher instructional practices and behavior in a manner that increases student learning as measured by pre and post academic measurement. Teachers will learn to analyze student work and investigate the link between instructional planning, instructional strategies, and student outcomes. Programs help new teachers use student assessment data to determine student learning outcomes and to analyze their strategies in order to differentiate instruction. Positive Behavior supports will be embedded into the curriculum to maximize student engagement.			Goal #1	
• How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: Professional development activities will address staff needs assisting all students to demonstrate academic growth. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs	SLOCOE Leadership Team		All PD related expenditures are noted in Goal #1	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
of the student populations in their classes. Classroom management, interventions, working with students' families, and other topics required by funding sources will be addressed. All available local state and federal fiscal resources for staff development will be coordinated to improve the knowledge of teachers and administrators in the following need areas: • Academic subjects. • Effective instructional strategies aligned to State content and academic standards and assessments. • Improve the knowledge of teachers and administrators in the following need areas: • Training to address the needs of different learning styles and students with disabilities/special needs. • Training on intervention materials and methods to improve student • Achievement, including materials and strategies for English Learners. • Training on strategies to improve parent involvement, especially parents of English Learners. • Training on using data to improve classroom practices and student • learning				
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and	SLOCOE Leadership Team		All PD related expenditures are noted in Goal #1	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
principals will be met: The following professional development activities will be made available to teachers and Administrators: • Training on CCSS in ELA and Mathematics. • Teacher collaboration time will focus on selecting benchmark assessments for key/essential standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching/moving on • Staff development days will focus on core research-based practices used in the standards-based materials in the subject matter areas of ELA and math. • Administrators' professional development will combine leadership roles in supporting standards implementation, organization and management for continuous improvement, while addressing diverse needs of students, particularly students in the lowest-performing groups. • Additional Administrator's professional development will include positive leadership and mentoring strategies, how to keep teachers motivated, and building a positive culture of community at each Community School site. • Training on the use of data and appropriate research based strategies to address diverse needs of students in order to close the achievement gap. • Training on cultural diversity of significant ethnic groups, including the culture of poverty.				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Professional development needs of teachers and administrators will be met in the following ways: • Regularly scheduled collaboration time embedded within the instructional week. • Calendared Staff development days. • Release time and incentives to attend workshops, classes, and institutes. • Use trained teachers to provide staff development, coaching, mentoring. • Training on using the adopted standards based core and intervention				
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: State, federal, and local funds will be integrated to ensure that the County professional development plan includes technology-related activities linked to County and school trainings that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards.	Technology Department Teachers Leadership Team		All PD related expenditures are noted in Goal #1	
7. How students and teachers will have increased access to technology and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.) SLOCOE will further the use of new technology in the classroom by acquiring new technology and provide ongoing training. New Technologies will include: • Computers/Netbooks/Tablets for teaching and learning • On-line, publisher provided assessments, extension, and re-teaching lessons • On-line learning programs for course completion and credit recovery			All PD related expenditures are noted in Goal #1	
<u>Special Education</u> Training and Certification for Assistive Technology assessments and implementation	Occupational Therapists Speech Language Therapists 10/12-5/13	Training	$5,000	Title I
Purchase of technology related equipment to improve students' access to curriculum, licenses and training.	Principal Certificated Staff 1/13-6/13	Equipment	$16,000	Title I
Training for SLOCOE staff in technology that will track student data including parent/teacher communication. This	Provide as Needed	Training	$10,544	Title I

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
training is required for CALPADS implementation	AERIES Consultant			
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: A District Leadership Team (DLT), comprised of the Superintendent; Chief Human Resource Officer; Assistant Superintendent, Business; Assistant Superintendent, Student Programs and Services; Assistant Superintendent, Educational Support Services; Principal, Alternative Education; Teacher; Bargaining Unit Member; Parent; and Director, Accountability and Assessment, met five times to revise the LEA Plan. Professional Development was a strong focus of the team. The DLT will continue to meet on a regular basis to discuss, determine, plan, and monitor future professional development activities. State and federal mandates will be addressed and Professional Development will be implemented to address these identified areas.	DLT	Meeting Time	No Cost	
9. How the LEA will provide training to enable teachers to: • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning.				
Teacher collaboration time focuses on selecting benchmark assessments for key essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families.	Teachers Leadership Team	Early Release Days	No Cost	
Staff development days focus on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement; also includes planning for addressing diverse student needs, student behavior management, and working with families.	Teachers Leadership Team	Training	All PD related expenditures are noted in Goal #1	
Focused professional learning on how to accelerate students in the lowest-performing groups, student behavior management, and working with families within a standards-based system are provided. Teachers will engage in daily guided practice and team coaching in one or more of the following: English/language arts, English language development, and mathematics.	Teachers Leadership	Training Early Release Days	All PD related expenditures are noted in Goal #1	
Administrator's professional development will combine the leaders' roles in supporting standards implementation, improvement with behavior management, working with	Administration	Training	All PD related expenditures are noted in	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
students' families, and addressing diverse needs of students, particularly students in the lowest-performing groups in the County.			Goal #1	
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: The SLOCOE Human Resources Department will continue to monitor the hiring of highly qualified certificated and classified staff who work directly with SLOCE students. Teachers who need assistance with HQT Certification will be supported in the pursuit of completing their studies in core subjects, attendance and completion of VPSS coursework, and/or taking and passing state administered course-specific exams. New teachers will participate in the Beginning Teacher Support and Assessment (BTSA) Induction Program. This program offers intensive, targeted on-site mentoring/coaching by teacher experts.	Human Resources New Teachers		No Cost No Cost	

Performance Goal 4: ***All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

Environments Conducive to Learning (Strengths and Needs):
Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
SLOCOE-CCS and JCS provides the following support services: 1. Probation officers at each school site 2. Small class sizes (24:1) 3. Paraprofessionals for academic support 4. Safe School Plan individualized for each school site 5. Walkie-Talkies and cell phones 6. Drug/Alcohol Counselors 7. Mental Health Therapists for specialized counseling 8. School site nurse or LVN 9. Sober School Program provides opportunities for students to work on "use issues" while also completing their education requirements. 10. Cognitive Behavioral Therapy	SLOCOE-CCS and JCS would benefit from: 1. Expanded counseling services (academic and drug/alcohol) 2. Additional mental health services 3. Specialized parent education to assist parents in understanding their student 4. Completion of Drug and Alcohol Response Flow Chat 5. Additional Sober School sites in North and South County (for a total of 3 sites) 6. Additional Physician to coordinate Minor Medi-Cal students to enable them to receive Drug & Alcohol Services (to alleviate the wait list)

Environments Conducive to Learning (Activities):
Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
Although SDFSC and TUPE funding has been eliminated, school sites review and revise their School Safety Plan annually and disseminate Student/Parent Handbooks detailing current behavioral, dress code, and other social-emotionally related policies. Art history, instruction, and applied theory lessons are provided by the Children's Creative Project (funded with Title I monies) for all students. CBL (Character Based Literacy) continues to be taught in all classes and provides opportunities for discussion, as well as development of critical thinking and writing skills. Providing access to educational technology continues to be a major component in assisting students by individualizing their learning and providing computer skills necessary for career readiness. The Mental Health protocol is strengthened with assistance from agency partners (Probation, Behavioral Health, and Drug/Alcohol Services) and links families and their students to services needed to address barriers to learning. Site-based nurses (or LVN's) coordinate health screenings, flu-shot clinics, provide health related counseling and referral services (dental, vision, pregnancy testing, etc.) and coordinate an annual health fair for all students. The Matrix Model for *teens and young adults* provides intensive outpatient Alcohol and Drug treatment

Needs and Strengths Assessment (4115(a)(1)(A)):
Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
• A Safe School Plan is implemented and reviewed annually at each site. • All activities are based on objective data collected from the CHKS (California Healthy Kids Survey) and information from School Crime Reports, Suspension, Attendance and Truancy data. • CCS/JCS was awarded a six-year Accreditation from WASC (March 2012). • Sober School has been in existence for six years. • Drug/Alcohol Counselors are available on each site. • Cognitive Behavioral Therapy • The Matrix Model *for teens and young adults:* Intensive Outpatient Alcohol & Drug Treatment Program	• Additional Mental Health Counseling Services are needed at each site • Staff have requested professional development in Anti-Bullying (strategies) • Clarification of roles – school, parents, mental health and probation in truancy reduction • Improved attendance data tracking through Alternative Education Operations Committee (AEOC)

Performance Goal 4: ***All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):
The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Community School serves students grades 7 – 12. There was no data if the number of respondents was less than 25.

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	**Most Recent Survey date: May 2012**	**Biennial Goal (Performance Indicator)**
The percentage of students that have ever used cigarettes will **decrease** biennially by: 10%	No data	69%
The percentage of students that have used cigarettes daily within the past 30 days will **decrease** biennially by: 10%	34%	37%
The percentage of students that have used marijuana will **decrease** biennially by: 10%	88%	97%
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by: 10%	56%	62%
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by: 10%	62%	68%
The percentage of students that feel safe at school will **increase** biennially by: 6%	Strongly: 16% Agree: 36%	Strongly: 17% Agree: 38%
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by: 7%	13%	22%

Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by 10% from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	48/day	43/day

Protective Factors Performance Measures from the California Healthy Kids Survey **W: White** **H/L: Hispanic/Latino** **All: All**	**Most recent date: 2009-2010** **Baseline Data**	**Biennial Goal (Performance Indicator)**
The percentage of students that report high or moderate levels of caring relationships with a teacher or other adult at their school will **increase** biennially by: **5%**	W: 88 % H/L: 79% All: 83	W: 93% H/L: 84% All: 88%
The percentage of students that report high or moderate levels of high expectations from a teacher or other adult at their school will **increase** biennially by: **5%**	W: 91% H/L: 83% All: 86%	W: 96% H/L: 87% All: 90%
The percentage of students that report moderate or high levels of opportunities for meaningful participation at their school will **increase** biennially by: **5%**	W: 42% H/L: 52% All: 47%	W: 44% H/L: 55% All: 49%
The percentage of students that report moderate or high levels of school connectedness at their school will **increase** biennially by: **10%**	W: 70% H/L: 72% All: 72%	W: 77% H/L: 79% All: 79%

Other Performance Measures
List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures _____ (Process to Collect Data)	Performance Indicator Goal	Baseline Data

Science Based Programs (4115 (a)(1)(C)):
The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project Alert	ATOD	7-8	25	8/16	Ongoing/ online	9/06
Toward No Drug Use (TND)	ATOD	9-12	330	3/08	4/08	3/08

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
X	Conflict Mediation/Resolution	**ATODV**	**7-12**
X	Early Intervention and Counseling	**ATODV**	**7-12**
	Environmental Strategies		
X	Family and Community Collaboration	**ATODV**	**7-12**
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		

Check	Activities	Program ATODV Focus	Target Grade Levels
X	School Policies	**ATODV**	**7-12**
	Service-Learning/Community Service		
X	Student Assistance Programs	**ATODV**	**7-12**
X	Tobacco-Use Cessation	**T**	**7-12**
X	Positive Youth Development, Caring Schools, Caring Classrooms	**ATODV**	**7-12**
	Other Activities		

Promising or Favorable Programs (4115 (a)(3)):
The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:
Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

☐

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):
For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

CCS/JCS has continued to use Project Alert (school year 2006) and Towards No Drug Use (school year 2008) curriculums since their adoption by the Administrative Leadership Team during those school years. Due to the absence of SDFSC and TUPE funding, teachers have used the same curriculum, with supplemental materials as ATODV needs change.

It has been difficult to assess whether curriculum has made an impact on student knowledge, use, or perceived harm due to the transiency of our student population. Students can be enrolled in CCS/JCS for short periods of time (3-10 days), while some students attend for a year or more (depending on the reason for enrolling in this program).

The majority of the school districts in SLO County use the same curriculum, so there is curriculum continuity when a CCS/JCS student exits our program and re-enters their home district.

Since the inception of the CHKS (California Healthy Kids Survey), school districts in San Luis Obispo County decided to focus on county-wide data dissemination, to support the philosophy that "all students are our students." For this reason, districts in SLO County selected the same middle and high school curriculums, and use CHKS data to analyze implementation.

CCS/JCS has additional counseling support from SLO County Drug and Alcohol Services and SLO County Mental Health Programs, as well as Probation Services for our students. Due to the agency partnerships, our students receive additional counseling services, such as: grief counseling, conflict mediation and resolution, eating disorders, cutting or self-injury, anger management, drug/alcohol/tobacco prevention, family dynamics, sexual health and pregnancy prevention, and mental health issues

Evaluation and Continuous Improvement (4115 (a)(2)(A)):
Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use, and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The CHKS (California Healthy Kids Survey) data is reviewed at an all-staff meeting. Discussions about data and how best to address ATODV issues is an ongoing topic with teachers, support and counseling staff, and at the staff meeting each morning before students arrive. Many of the students are subject to random drug testing (by Probation or if enrolled in the Sober School Program), so staff is aware of student needs on a regular basis. Due to student-teacher ratio (24:1), CCS/JCS students are given opportunities to meet with counselors when needed. Although CHKS data is helpful, it is considered trend data, and has little impact on decisions for ATODV teaching.

Use of Results and Public Reporting (4115 (a)(2)(B)):
Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

All CCS and JCS students participate in completing the CHK (California Healthy Kids) Survey. SLO Co. Office of Education has coordinated a county-wide administration of the CHKS during the first semester of the odd-numbered school years since 1999.

The SLO County CHKS data is presented at agency meetings (Tobacco Coalition, Drug and Alcohol Services-Prevention and Behavioral Health), and can be found on the SLO County Office of Education website. CCS and JCS staff participates in the CSCS (California School Climate Survey) and reviews relevant data at staff meetings and in-services.

The TUPE County Coordinator is available to make presentations (School Site Council, agency, and school board presentations) upon request.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):
Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

All of the students served by SLOCOE Alternative Education fall into the "greatest need" category because referrals by the local school districts or county probation are primarily for drug, alcohol, violent offences, or habitual truancy.

Although SDFSC funding has been eliminated, a limited number of students are served by SLO County Mental Health Therapists with the costs covered by billing Medi-Cal. Additional counseling services are provided by Drug and Alcohol counselors and supported with Drug Medi-Cal billing.

Coordination of All Programs (4114 (d)(2)(A)):
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Title IV and TUPE funding has been eliminated. Local agencies (Asset Development Network, Dept of Public Health, Drug and Alcohol Services-Behavioral Health Division, CAPSLO (Community Action Partnership – San Luis Obispo County)) have partnered with the SLO County Office of Education to meet the social-emotional needs of our students in the absence of these funds.

Parent Involvement (4115 (a)(1)(e)):
Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Title IV and TUPE funding has been eliminated. Community School sites have multiple opportunities to be involved in their student's education by attending advisory committee meetings (School Site Council or ELAC), attending parent conference meetings, or setting up an appointment with school site staff. Parent notifications are distributed (in English and Spanish) via mail can be accessed on the SLOCOE website, or a print copy can be read in the school office.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):
Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

TUPE entitlement funding has been eliminated. However, the school nurses have a system for addressing suspected student pregnancies. Students with a negative pregnancy test receive health counseling (information about high risk behaviors, drug, alcohol, and tobacco use, using birth control and multiple partner health risks). Referrals are made for birth control and STI testing. Students can be referred to TAPP and assigned a case worker who assists with insurance information and communicates with school nurses. Independent Study or Parenting Project (at Lopez High School) are offered to fulfill educational requirements.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):
Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full time equivalent
Not Applicable	

Performance Goal 5: ***All students will graduate from high school.***

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	• Upon enrollment, students will meet to review credits and develop a graduation plan. • Weekly "Hours Earned Report" is sent home for each student to monitor progress and increase student motivation • Continue to implement CAHSEE Intervenion Interventions are determined based on progress towards graduation	All Students	Teachers Administration School Psychologist Parents/ Families Probation Mental Health Ongoing Teachers Ongoing weekly progress reporting	Alternative education will increase its graduation rate by 2% each year beginning 2013	Integrated Funding Sources
5.2 (Dropouts)	• Teachers and administrators identify students at risk of dropping out • CAHSEE preparation classes are offered	All Students	Teachers Administration School Psychologist Parents/Families Probation Mental Health	The dropout rate will decrease from 8.2% to 7.2% by 2015	Integrated Funding Sources

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	• Counseling services are offered to address socio-emotional barriers to graduation • Partnership with Probation • Partnership with Drug and Alcohol Services		Ongoing		
5.3 (Advanced Placement)	San Luis Obispo County Office of Education Student Programs and Services does not offer Advanced Placement courses at this time. Students may take college courses through the local community college.				

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children eligible for Free/Reduced Price Lunch programs;	SLOCOE meets this requirement by using the number of students eligible for Free/Reduced Price Lunch programs to identify schools eligible for Title I funding
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds: • All schools are funded by poverty ranking district wide	Schools are funded by poverty ranking district wide.

Additional Mandatory Title I Descriptions
(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "School wide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a school wide program authorized under Section 1114, may attach a copy of the School wide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on School wide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).

	Description of how the LEA is meeting or plans to meet this requirement:
For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	All SLOCOE students have been identified as most at risk of failing to meet state standards. Student in the SLOCOE Special Education program have IEP goals which help them meet the State's challenging academic standards. • Teachers use instructional strategies and methods based on scientifically-based research. • Extended School Year is offered to Special Education and Alternative Education students. • The instructional day is structured to minimize interruptions during instruction. • All teachers are Highly Qualified • The many professional development opportunities are provided to all staff throughout the year. • Parental Involvement continues to be a challenge, due to the unique student population. Every effort is made to connect with parents/families on a regular basis by phone, mail, and personal.

Additional Mandatory Title I Descriptions
(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services**. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	SLOCOE will analyze state testing data and local assessment data to measure growth and identify students performing two or more grades below. These students are offered intensive intervention in ELA or math to catch them up to grade level.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	SLOCOE connects all foster and homeless youth with the Foster Youth Liaison who ensures immediate enrollment, assessment, placement, and transportation, if needed.
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	The same intervention and core programs are offered to students in placement at the Juvenile Services Center.

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	In 2009-2010, SLOCOE entered Program Improvement Year 1 because the Alternative Education Program was unable to meet Adequate Yearly Progress (AYP) targets for two consecutive years. Participation Rate was met in English-Language Arts but not in Math, as 75 out of 82 students were tested. Students did not meet the proficient rate criteria in English-Language Arts (24 valid scores) or Mathematics (22 valid scores). Additionally, neither the API nor Graduation Rate target were met. CST scores show that most students performed below basic on most tests. These gaps provided an opportunity for SLOCOE to plan for and implement overall school improvement. The focus has been on improving instruction in ELA and Math. Improvements between then and 2012 can be noted in the following: • Met participation rate criteria in ELA and Math • Met percent proficient rate criteria in ELA • Met API growth target • Met school wide graduation rate While these improvements can be noted, more needs to be done, specifically in the area of mathematics, but also in the

	area of ELA. The process will begin with the implementation of the Common Core State Standards (CCSS). Internal pre-, formative and benchmark assessments will be designed and administered. Teachers will continue to meet regularly in Professional Learning Communities to analyze data and use it to inform future instruction. Curriculum Pacing Guides, using the CCSS will be developed to assist in monitoring instruction. High quality professional development will be provided to assist teachers in implementation of CCSS. Because the achievement gap continues between English Learners and all students, a renewed focus needs to be placed on ensuring ELD is consistently provided. Increased access to core curriculum will be facilitated by more consistent use SDAIE strategies and Academic Language instruction. SLOCOE is reviewing quality ELD supplemental materials for future purchase. Additionally, the need for an English Learner Intervention Specialist has been identified. This position would provide ELD and modeling/coaching for teachers in SDAIE and Academic Language instruction. This LEA Plan Addendum will focus on ways to fully involve all staff and every student in making informed instructional decisions based on student need. Parent involvement will occur through the School Site Council (SSC) and English Learner Advisory Committee (ELAC).

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	The SLOCOE sent out a notification of SES options to all parents in February 2013.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Because student placement is determined by their IEP or expulsion/SARB status, school choice is not an option. All students in Community School, the only school in Program Improvement, are offered SES. Eligibility will be based on number of years below grade level and whether or not the student receives free/reduced lunch.

Additional Mandatory Title I Descriptions
(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Three days per year are set aside for teachers and paraprofessional staff development. In addition, weekly early release days provide time for staff development.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	Parents are informed via letters and the SLOCOE website of opportunities for involvement. Teachers maintain close contact with parents via telephone and email to discuss each student's progress. Weekly "report of hours earned" sheets are sent home to all parents. Parent conferences are scheduled twice yearly and as requested by parents. Regularly scheduled award ceremonies are held at the school sites. Parents attend IEP meetings Parents participate in SSC, ELAC and DELAC.

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

	Description of how the LEA is meeting or plans to meet this requirement:
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	SLOCOE will request student records, with parent consent, for all students who have participated in neglected or delinquent, homeless, limited-English proficient, and children with disabilities programs. Students with disabilities are served from Early Start (birth) through pre-school special day classes before transitioning to county school-age special education programs. Placement decisions are always made by the IEP team. SLOCOE connects all foster and homeless youth with the Foster Youth Liaison who ensures immediate enrollment, assessment, placement, and transportation, if needed.

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will: (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent

required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4^{th} and 8^{th} grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

  (A) Have the lowest proportion of highly qualified teachers;
  (B) Have the largest average class size; or
  (C) Are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be

conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
    - Strategies for using technology to improve academic achievement and teacher effectiveness.
    - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
    - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
    - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
    - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
    - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
    - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
    - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
    - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise

have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

- Collaboration with adult literacy service providers.

- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.

- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA *that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)*** **hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

    - Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors

    - Is enforcing the operation of such technology protection measure during any use of such computers by minors

    - Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and

- Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under

this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.

- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

- A crisis management plan for responding to violent or traumatic incidents on school grounds.

- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

    - Allows a teacher to communicate effectively with all students in the class.
    - Allows all students in the class to learn.
    - Has consequences that are fair, and developmentally appropriate.
    - Considers the student and the circumstances of the situation.
    - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- Will be used to make decisions about appropriate changes in programs for the subsequent year;

- Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

- Will be submitted to the SEA at the time and in the manner requested by the SEA.

***New* LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

(i) Truancy rates;

(ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

(iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

(iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

SIGNATURE PAGE

(Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

Julian D. Crocker
Print Name of Superintendent

_____ _____
Signature of Superintendent Date

Paul Madonna
Print Name of Board President

_____ _____
Signature of Board President Date

Pam Ables
Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

_____ _____
Signature of DAIT Lead or Technical Assistance Provider Lead Date
(if applicable)

_____
Print Name of Title III English Learner Coordinator/Director
(if applicable)

_____ _____
Signature of Title III English Learner Coordinator/Director Date
(if applicable)

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., DAIT or other technical assistance provider.*

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind (NCLB), as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

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

1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: ***All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

2.1. **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3*: By 2005-06, all students will be taught by highly qualified teachers.*

3.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).

3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).

Performance Goal 4*: All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5*: All students will graduate from high school.*

5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:

- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 **Performance indicator:** The percentage of students who drop out of school:

- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
  http://www.cde.ca.gov/ta/ac/ap/
- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/ds/sd/cb/
- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/ta/tg/el/
- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/ta/tg/hs/
- California Standardized Test (CST)
  http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp
- DataQuest
  http://data1.cde.ca.gov/dataquest/
- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ta/ac/sa/
- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/ta/tg/sr/

APPENDIX C

Science-Based Programs
Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program. A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs) B: < http://www.colorado.edu/cspv/blueprints/index.html >(University of Colorado: Blueprints) C: < http://www.modelprograms.samhsa.gov >(Center for Substance Abuse Prevention: Model Programs) D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel) E: < http://www.gettingresults.org/ > (Getting Results)

School-Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	**x**	**x**	**x**		**x**	C,
All Stars™	6 to 8	**x**	**x**	**x**			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	**x**		**x**			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	**x**			**x**		C,
Child Development Project/Caring School Community	K to 6	**x**		**x**	**x**	**x**	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				**x**		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				**x**		C
Coping Power	5 to 8			**x**	**x**		C
DARE To Be You	Pre-K	**x**		**x**	**x**	**x**	A, C,
Early Risers Skills for Success	K to 6				**x**		C,
East Texas Experiential Learning Center	7	**x**	**x**	**x**	**x**	**x**	C
Friendly PEERsuasion	6 to 8	**x**					C
Good Behavior Game	1 to 6				**x**		B, C
High/Scope Perry Preschool Project	Pre-K				**x**	**x**	B, C, E
I Can Problem Solve	Pre-K				**x**		A, B, D
Incredible Years	K to 3				**x**	**x**	B, C,
Keep A Clear Mind	4 to 6	**x**	**x**				A, C,
Leadership and Resiliency	9 to 12					**x**	C,
Botvin's LifeSkills™ Training	6 to 8	**x**	**x**	**x**	**x**		A, B, C, D, E

School-Based Programs							
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C

School-Based Programs							
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			**x**			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	**x**					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				**x**		C, D,
Too Good for Drugs	K to 12	**x**	**x**	**x**	**x**		C

Community and Family-based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					**x**	B, E
Brief Strategic Family Therapy	Families			**x**			B, C,
CASASTART	Community			**x**	**x**		B, C, D,
Communities Mobilizing for Change	Community	**x**					C
Creating Lasting Family Connections	Families (6 to 12)	**x**		**x**		**x**	A, C, D,
Families And Schools Together (FAST)	Families				**x**		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				**x**		C,
Family Matters	Families	**x**	**x**				C
FAN (Family Advocacy Network) Club	Families			**x**		**x**	C
Functional Family Therapy	Families	**x**		**x**	**x**		B, E
Home-Based Behavioral Systems Family	Families				**x**		C

Community and Family-based Programs							
Therapy							
Houston Parent-Child Development Program	Parents					**x**	C
Multisystemic Therapy	Parents			**x**	**x**		B, C, E
Nurse-Family Partnership	Parents		**x**				B, C,
Parenting Wisely	Parents				**x**		C,
Preparing for the Drug Free Years	Parents (4 to 7)	**x**		**x**		**x**	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	**x**	**x**	**x**			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					**x**	C
Stopping Teenage Addiction to Tobacco	Community		**x**				C
Strengthening Families Program	Families (4 to 6)	**x**		**x**	**x**	**x**	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Research-based Activities	
Activities	**Research Summaries Supporting Each Activity:**
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < http://www.colorado.edu/cspv/blueprints/index.html >(University of Colorado: Blueprints)

C: < http://www.modelprograms.samhsa.gov >(Center for Substance Abuse Prevention: Model Programs)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			**x**			C
Aggression Replacement Training	School				**x**		D
Aggressors, Victims, and Bystanders	6 to 9				**x**		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				**x**		D
Baby Safe (Substance Abuse Free Environment)	Families	**x**	**x**	**x**			C

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Hawaii							
Basement Bums	6 to 8		**x**				A
Be a Star	K to 6					**x**	C
Behavioral Monitoring and Reinforcement	7 to 8			**x**	**x**		C
Bilingual/Bicultural Counseling and Support Services	Communities	**x**		**x**			C
Bully Proofing Your School	K to 8				**x**		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				**x**		B
Club Hero	6					**x**	C
Coca-Cola Valued Youth Program (CCVYP)	School					**x**	B
Colorado Youth Leadership Project	7	**x**				**x**	C
Comer School Development Program (CSDP)	School					**x**	B
Earlscourt Social Skills Group Program	K to 6					**x**	B
Effective Black Parenting Program (EBPP)	Families				**x**		B
Facing History and Ourselves	7 to 12				**x**		D
Family Health Promotion	Families	**x**	**x**	**x**		**x**	C
FAST Track	1 to 6				**x**		B
Get Real About Violence	K to 12				**x**		C
Growing Healthy	K to 6	**x**	**x**	**x**			D
Intensive Protective Supervision Program	Community				**X**		B

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Iowa Strengthening Families Program	Family	**x**					B
Kids Intervention with Kids in School (KIKS)	6 to 12	**x**	**x**	**x**	**x**	**x**	C
Let Each One Teach One	Mentoring					**x**	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				**x**		B, C, D
Lion's Quest Working Toward Peace	5 to 9				**x**		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	**x**	**x**	**x**			D
Open Circle Curriculum	K to 5				**x**	**x**	D
Parent-Child Assistance Program (P-CAP)	Families	**x**		**x**			C
PeaceBuilders	K to 8				**x**		D
Peacemakers Program	4 to 8				**x**		D
Peer Assistance and Leadership	9 to 12			**x**	**x**		C
Peer Coping Skills (PCS)	1 to 3				**x**		B
Peers Making Peace	K to 12				**x**		D
Personal/Social Skills Lessons	6 to 12		**x**				A
Preventive Intervention	6 to 8			**x**			B
Preventive Treatment Program	Parents			**x**	**x**		B

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		**x**				A
Project BASIS	6 to 8				**x**	**x**	C
Project Break Away	6 to 8		**x**	**x**			C
Project Life	9 to 12		**x**				A
Project PACE	4					**x**	C
Project SCAT	4 to 12		**x**				A
Project Status	6 to 12			**x**	**x**	**x**	B
Safe Dates	School				**x**		B
Say It Straight (SIS) Training	6 to 12	**x**					D
School Transitional Environmental Program	9 to 12			**x**	**x**	**x**	B
Smokeless School Days	9 to 12		**x**				A
Social Decision Making and Problem Solving	1 to 6	**x**			**x**		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					**x**	B
Socio-Moral Reasoning Development Program (SMRDP)	School				**x**		B
Storytelling for Empowerment	6 to 8	**x**		**x**			C
Strengthening Hawaii Families	Families			**x**			C
Strengthening the Bonds of Chicano Youth and Families	Communities	**x**		**x**			C
Syracuse Family Development Program	Family				**x**		B

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Teams-Games-Tournaments Alcohol Prevention	10 to 12	**x**					C
Teenage Health Teaching Modules	6 to 12		**x**				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		**x**				A
The Scare Program	School				**x**		D
The Think Time Strategy	K to 9				**x**		D
Tinkham Alternative High School	9 to 12					**x**	C
Tobacco-Free Generations	8 to 12		**x**				A
Viewpoints	9 to 12				**x**		B
Woodrock Youth Development Project	K to 8	**x**	**x**	**x**		**x**	C
Yale Child Welfare Project	Families				**x**		B