

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN UPDATE

June 23, 2011

LEA Plan Information:

Name of Local Educational Agency (LEA): Sonoma County Office of Education

County/District Code: 49-10496

Date of Update: May 5, 2011

Date of Local Governing Board Approval: June 23, 2011

Signatures

The superintendent and governing board of the LEA approval of the updated plan:

Steven D. Herrington, Ph.D.

Printed or typed name of Superintendent

Date

Signature of Superintendent

Kathleen Willbanks

Printed or typed name of Board President

Date

Signature of Board President

Updated descriptions of academic achievement, professional development, school safety plans and school profile are contained in the School Accountability Report Card.

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	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		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
x	Title III, Limited English Proficient		Gifted and Talented Education
x	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	x	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)
	21 st 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 09-10 Yr 0	Current Year District Entitlements 10-11 Yr 1	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	Declined	Declined		
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent	83,271	577,936	619,088	93.63%
Title II Part A, Subpart 2, Improving Teacher Quality	0	10,603	9,928	93.63%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	19,200	23,582	40,057	93.63%
Title III, Immigrants	0	525	492	93.63%
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education	0	6,000	5,618	93.63%
3310 IDEA, Special Education	0	82,058	76,831	93.63%
21st Century Community Learning Centers				
Other (describe)				
TOTAL	102,471	700,704	752,013	93.63%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers 09-10	Current Year District Entitlements 10-11	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient	0	25,850	24,203	93.63%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)	Declined	Declined		
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)	5,193	10,193	14,406	93.63%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	5,193	36,043	38,609	93.63%

Local Measures of Student Performance

(*other* than State-level assessments)

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

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

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

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

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

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

All Alternative Education Program students are evaluated with the Scholastic Reading Inventory and Access to Math Diagnostic and Locator Guide upon entry into the program and at each reporting period. A school-wide writing assessment is also administered and scored on a locally developed four-point, CAHSEE-aligned rubric. For each assessment administration, a target on the rubric is identified for instruction and assessment. The Rosetta Stone online, interactive program; High Point curriculum and CELDT assessment/results are used to assess progress of English Language Learners.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The Sonoma County Office of Education has fully adopted the California English Language Arts (ELA) Standards K–12. All teachers are well versed in the ELA standards for their grade level(s) and the pragmatics of carefully aligning their grade level curriculum, instruction, and assessment practices to the standards. Teachers and administrators will continue to work together in subject area teams to insure common understanding of content standards and the prioritization of the key standards to focus instructional emphasis. Various assessments, projects, supplementary materials, field trips, etc. are/will be thoughtfully aligned with the grade level standards in mind.</p>	<p>Administrative team Teacher Learning Communities Ongoing</p>	<p>Release time Mileage Participation fee for Leadership Network</p>	<p>\$115 - \$125 per release day .51 cents per mile for attendance at Thursday early release day meetings \$2,100 for Leadership Network participation</p>	<p>Lottery Pupil Retention Revenue limit funding</p>
<p>2. Use of standards-aligned instructional materials and strategies: Alternative Education will continue to purchase materials and standards aligned programs in English Language Arts (ELA) as approved by the California Dept. of Education, as needs are identified. Teachers will continue to participate in comprehensive professional development to insure thorough knowledge based on educational research related to instructional strategies required for the effective implementation of standards based curricula. Through Learning Community work, experienced teachers provide classroom level support, coaching, and modeling to insure that teachers are well versed in research based instructional strategies representing “best practices” for the domain (e.g. secondary reading instruction) and grade level in question. Various supplemental programs, including technology based programs, are carefully screened and evaluated prior to implementation to insure alignment with research based strategies and congruence with grade level standards.</p>	<p>Administrative team Leadership Network Leadership Team Teacher Learning Communities BTSA PAR Ongoing</p>	<p>English Learner materials Additional reading selections for Character Based Literacy Program Leadership Network participation fee</p>	<p>\$6,800 \$2, 100</p>	<p>Title III Instructional Materials Funds Lottery Pupil Retention Title II</p>

<p>3. Extended learning time: The majority of Alternative Education students read two or more years below grade level. Additional Language Arts instruction is provided for up to 45 minutes daily focusing on the ELA standards necessary to pass the California High School Exit Exam (CAHSEE). The CAHSEE Blueprints are available, as are additional supplemental materials, such as the San Diego Quick. Supplemental reading intervention and support are based on research about remediation of secondary reading deficits and assessed student needs. Volunteer tutors, CAHSEE Intervention teachers and other support personnel are well trained and meet regularly with classroom teacher(s) to insure program coordination and seamless support for students in need of extended learning time. Structured extended learning time for Community School students is achieved by extending the school day beyond the State minimum four days a week.</p>	Administrative team Teachers Intervention teachers Volunteers tutors Ongoing	Volunteer recruitment Fingerprinting Supplementary materials CAHSEE Intensive Intervention	\$10,000 \$6,853 \$42,338	School Safety CAHSEE Intensive Intervention Instructional Materials Funding
--	--	---	---	---

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology: Computers and Internet connectivity is available in every classroom. While technology cannot replace a skilled teacher or tutor, the effective use of well designed technology-based supports can provide additional resources for students, especially those potentially at risk for reading failure. Currently AE uses technology to:</p> <ul style="list-style-type: none"> • match student reading level and text difficulty (lexile levels) • provide assessments to monitor student progress (Scholastic Reading Inventory) • provide additional differentiated practice in language skills (Rosetta Stone) • provide access to rich informational sources, websites etc. for teachers and students • share data, problem solve, etc among professionals in the department <p>Special Education staff accesses adaptive devices to assist students when required by their IEP.</p>	<p>Administrative team SCOE Tech Support Ongoing IEP teams</p>	<p>Licenses and Internet access costs</p>	<p>\$8,443</p>	<p>Cal-SAFE Lottery Revenue limit funding Special Education Local projects Low incidence funds</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Staff has access to Character-Based Literacy Program training designed for highly mobile court and community school populations and designed to cover grade 9 & 10 ELA Standards including reading. Professional collaboration is facilitated through the Learning Community process which includes staff developed common assessments, study guides and support materials.</p>	<p>Administrative team Teachers Leadership Network Ongoing</p>	<p>Release days Mileage Character Based Literacy and Leadership Network participation fees</p>	<p>\$115-\$125 per day per teacher 51 cents per mile \$11,500</p>	<p>Title II Revenue limit funding Pupil Retention</p>

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • AE will send each parent his/her student’s individual assessment results, with an explanation of how to interpret them. • Parent notification of identification/assessment (Spanish/English) • AE works closely with Foster Youth Services and Education Liaison to communicate student progress • Parents/guardians and involved community members are invited to participate in IEP meetings • Probation Officers and other community agency representatives work collaboratively with school staff to foster and encourage student success. • Parents are invited to Back-to-School nights, senior project presentations, ILP conferences and celebration events to learn about their child’s progress 	<p>Administrative team</p> <p>Alternative Education Technicians</p> <p>Annually or following assessment administration</p> <p>Ongoing</p>	<p>Mailing</p> <p>Some printing costs</p> <p>No cost or nominal cost for each</p>	<p>\$2,436</p>	<p>County Office provides mailing/postage</p> <p>Revenue limit funds for printing</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • AE works collaboratively with districts regarding the referral and return of students to district programs • Funding support is provided for volunteer tutors, CAHSEE Intensive Instruction Teachers, Education Liaison and teaching assistants to help students improve Language Arts skills 	<p>Administration team</p> <p>Teachers</p> <p>Instructional Assistants</p> <p>Alternative Ed Technicians</p>	<p>Instructional Assistant salaries</p>	<p>\$348,443</p>	<p>Title I, Part D funding</p> <p>Fee for service funding</p> <p>Revenue limit funding</p>

<p>8. Monitoring program effectiveness:</p> <p>Use multiple measures of assessment (STAR), CAHSEE and CELDT results</p> <p>School-wide writing assessments scored against rubric</p> <p>Local assessment measures (Lexile)</p> <p>Report Alternative Schools Accountability Model (ASAM) indicators (although this mandate is currently suspended, outcomes are still reported locally).</p>	<p>Administrative team</p> <p>Teachers</p> <p>Alternative Education Technicians</p> <p>Following each assessment administration</p> <p>Annually</p>	<p>Early release Thursdays for committee work and staff meetings/mileage</p> <p>Technician time for reporting</p>	<p>51 cents per mile</p> <p>Salary of technicians</p>	<p>Revenue limit funding</p>
--	---	---	---	------------------------------

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Curriculum—LANGUAGE!, REWARDS, Great Leaps programs and <i>Rosetta Stone</i> software are available. Additional materials are available to be used with at-risk population of poor readers. • Scholastic Reading Interactive Assessment supports the identification of poor readers and matching of text to students at independent and instructional reading levels. • Use of resource library, RSP support, instructional assistants and volunteer tutors in classrooms. • Implementation of Character Based Literacy Program designed to match needs of highly mobile court and community school population. • Additional targeted services are provided utilizing CAHSEE Intensive Intervention funding • Instructional assistants provide additional support to lowest performing student groups 	<p>Administrative team Teachers and RSP Staff Instructional Assistants Volunteer Center/tutors</p>	<p>Texts and materials Release days and mileage Volunteer Center to recruit, train and finger print volunteers</p>	<p>Expenditures will be based on available IMF allocation \$115-\$125 per release day per teacher 51 cents per mile \$8,500 CBL contract</p>	<p>Revenue limit funding Instructional Materials Funding Pupil Retention</p>

<p>10. Any additional services tied to student academic needs:</p> <p>The philosophy of AE is to link all appropriate services to assessed student needs in an integrated or seamless system of support. Teachers regularly meet in case conferencing teams that may include various other professionals and agencies to create integrated service delivery plans as student needs dictate. Personnel outside the school are involved as appropriate to facilitate a coordinated approach to whatever services are required to support student success.</p> <ul style="list-style-type: none"> • Extended year sessions are available for students. • Additional focus on reading offered to identified students 	<p>Administrative team</p> <p>Teachers and Special Education staff</p>			<p>Revenue limit and fee for service funds</p>
--	--	--	--	--

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • Math courses are aligned to state content standards and standards-based curriculum course outlines for math have been developed • Teachers will participate in BTSA, when appropriate • Teachers have/will receive training in CAHSEE math blueprints • Teacher lesson plans will reference standards and student work will be shared regularly • Report card reflects degree of student mastery of content standards 	<p>Administrative team Teachers SCOE Ed Services</p>	<p>Early release calendar for meetings Mileage Release time or stipend</p>	<p>51 cents per mile \$115-\$125 per day per teacher</p>	<p>Revenue limit funding</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • Department will continue to purchase materials on the State-adopted list (K-8)/standards aligned materials, as funds are available. • Standards will be accessible in every classroom, for students to see. • Teacher instruction will make explicit reference to the standards being taught and will regularly examine student work samples to ensure that students are mastering grade level standards 	<p>Administrative team Teachers Learning Community Teams Ongoing</p>	<p>Texts and materials Participation in Leadership Network/Leadership Institute Early release calendar for teacher meetings</p>	<p>IMF funds as available \$3,000 51 cents per mile \$115-\$125 per day</p>	<p>IMF funds as available Revenue limit funding</p>

		Mileage Release time or stipend	per teacher	
	Special Education staff			
<p>3. Extended learning time: The majority of Alternative Education students perform two or more years below grade level. Supplemental instruction is provided focusing on the Math standards necessary to pass the California High School Exit Exam (CAHSEE). Intervention programs are selected from those adopted for grades 4–8 and meeting grades 9-12 requirements for standards-aligned materials. The CAHSEE volunteer tutors and other support personnel are well trained and meet regularly with classroom teacher(s) to insure program coordination and seamless support for students in need of extended learning time.</p>	<p>Administrative team Teachers Volunteer tutors Ongoing</p>	<p>Volunteer recruitment Fingerprinting Supplementary materials</p>	\$10,000	Pupil Retention

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Classes have computers with updated Internet access for student use • Training opportunities are available which match appropriate technology resources with identified instructional needs • Adaptive devices will be made available, as needed 	<p>Administrative team SCOE IT Ongoing</p>	<p>Purchase of online math assessment</p>	<p>\$2,000</p>	<p>Lottery</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • AE/SCOE offers support targeting specific content and pedagogy needs: 1) Assessment; 2) Differentiation; 3) ELL mathematics; 4) classroom management; and 5) Reading in mathematics • Staff development will focus on practicing core research-based practices used in the standards based materials in the strands/subject matter areas of most needed improvement. • Appropriate staff will be trained to use new math assessment when purchased • Staff will continue to have access to training in using the CAHSEE blueprint and in preparing students with the foundation standards necessary for the Algebra requirement. • Train teachers to use standards-aligned materials and strategies • Opportunities for professional collaboration are available through learning communities and faculty meetings in preparing students with the foundation standards necessary for the Algebra requirement 	<p>Administrative Team SCOE Ed Services Math Coach/CAHSEE Intensive Intervention Teachers Ongoing</p>	<p>Texts and materials Early release calendar for teacher meetings Mileage Release time or stipend</p>	<p>\$115-\$125 per release day per teacher 51 cents per mile</p>	<p>Title II IMF funds as available CAHSEE Intensive Intervention Title III Special Ed CAHSEE funding Lottery Revenue limit funding Cal-SAFE funding</p>

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • AE will send each parent/guardian his/her student's individual assessment results, with an explanation of how to interpret them. • Parent notification of identification/assessment (Spanish/English) • Parents/guardians invited to participate in IEP meetings • Probation Officers and Juvenile Court encourage students to succeed academically • Parents/guardians will be invited to Back-to-School nights and ILP conferences to learn about their child's progress 	<p>Administrative Team Alternative Education Technicians Teachers Education Liaison Annually or following assessment administration and ongoing</p>	<p>Mailing Some printing costs No cost or nominal cost for each</p>	<p>\$2,436</p>	<p>County Office provides mailing/postage Revenue limit funds for printing</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Title I, Delinquent funded instructional assistants are available to help students acquire math skills • Math intervention support is provided to students as needed 	<p>Administration team Teachers Instructional Assistants</p>	<p>Instructional Assistant salaries</p>	<p>\$348,443</p>	<p>Title I, Part D funding Fee for service funding Revenue limit funding</p>
<p>8. Monitoring program effectiveness:</p> <p>Use multiple measures of assessment to modify program as necessary</p> <p>Local assessment measures administered at enrollment</p> <p>Teacher submission of Algebra chapter tests as common assessments</p>	<p>Administrative Team Teachers Alternative Education Technicians Annually or following each assessment administration</p>	<p>Early release Thursdays for teacher meetings/mileage Technician time for reporting</p>	<p>51 cents per mile Salary of technicians</p>	<p>Lottery IMF funding Revenue limit funding</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Use of assessments to support the identification of those students below grade level in math • Use of differentiated curriculum and texts which allows for individualization, especially for low-performing students • Use of RSP support, instructional assistants and volunteer tutors in all classrooms • Basic math courses offered to Alternative Education students • Students still needing to pass the math section of the CAHSEE are provided with specific group and individual instruction aimed at helping them pass the test. 	<p>Administrative team Teachers and RSP Staff CAHSEE Intensive Intervention Teachers Instructional Assistants Volunteer Center/tutors</p>	<p>Texts and materials Release days and mileage CAHSEE Teachers compensation Volunteer Center to recruit, train and finger print volunteers</p>	<p>Expenditures will be based on available IMF allocation \$115-\$125 per release day per teacher 51 cents per mile</p>	<p>Lottery Revenue limit funding Instructional Materials Funding</p>

<p>10. Any additional services tied to student academic needs:</p> <p>The philosophy of AE is to link all appropriate services to assessed student needs in an integrated or seamless system of support. Teachers meet in case conferencing teams that may include various other professionals to facilitate a coordinated approach to whatever services are required to support student success.</p> <ul style="list-style-type: none"> • Extended year sessions are available 	<p>Administrative team</p> <p>Teachers and support staff</p>			<p>Revenue limit and fee for service funds</p>
--	--	--	--	--

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: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ 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)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	Title III funds are used to support identified students by funding an EL teacher to provide 1:1 and small group support. Students English language proficiency levels are assessed using the CELDT. Additional assessment information used includes the SRI (reading level), CAHSEE ELA and STAR Language Arts. Instruction is targeted to meet individual student needs. Additionally, all teachers are trained and certified in either Crosscultural, Language and Academic Development (CLAD) or Specially Designed Academic Instruction Delivered in English (SDAIE), designed to identify and implement effective instructional practices for use with English Language Learners. See attached AR 6177
	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: <ul style="list-style-type: none"> • English proficiency; and CELDT • Academic achievement in the core academic subjects, CAHSEE and credit completion 	Paid staff – 1:1 instruction with identified students using Rosetta Stone online interactive software and High Point curriculum. Materials are modified to better match program. Coordination between EL teacher and classroom teachers. All teachers are CLAD or SDAIE certified.

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>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;</p> <p>c. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<ul style="list-style-type: none"> • SCOE supported teacher CLAD certification, CELDT Training of Trainers • EL Administrators workshop, Para Educators Institute, High Point training • Leadership Network – focus on learning • Departmentalized instruction • EL teacher access to SCOE EL support and training • Volunteer tutors 	
Allowable Activities	<p>4. Upgrade program objectives and effective instructional strategies.</p>	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Participation in Leadership Network • Ongoing review of data • Increase in instructional minutes • Increase in daily minutes of Language Arts instruction • CLAD strategies embedded in every classroom • Purchase of EL materials

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: <ul style="list-style-type: none"> • Peer to peer tutoring • Staff assigned for direct service support to identified students • CAHSEE Intensive Instruction • Volunteers tutors • Career Education, vocational programs at Probation Camp and Sierra Youth Center, Work Ready Certification Program – collaboration with Career Development/Workforce Prep Department • High Point curriculum to assist students with acquisition to core materials
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	If yes, describe: <ul style="list-style-type: none"> • Coordination of shared data base for identification and monitoring of students • Participation in EL Instructional Training and Technical Assistance • Coordination of service of Volunteer Center
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	If yes, describe: Described above

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No Yes	If yes, describe: <ul style="list-style-type: none"> • Explore feasibility of Family Literacy Night • ILP conferencing with translation provided • Enrollment and all parental notifications provided in Spanish • Bilingual Student Accountability Specialist position to provide outreach to Spanish speaking families • Bilingual staff • English language development for infants and toddlers (early literacy)
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	Yes or No Yes	If yes, describe: <ul style="list-style-type: none"> • With EL teacher, students in small groups access online sites to explore things like literary devices • Coordinated data base for sharing information about identified students • Student recordings • Student PowerPoint presentations • Ongoing English language acquisition assessment utilizing technology
	10. Other activities consistent with Title III.	Yes or No No	If yes, describe:

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

<p>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.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p align="center">Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> 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; 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; <p>See attached AR 6177</p> <ul style="list-style-type: none"> • Shared data base for exchange of information and coordination of services for student with disabilities

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and 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; 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. 	
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools 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.</p>		See attached AR 6177
<p>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.</p>		See attached AR 6177

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:	Yes or No Yes	If yes, describe: Described above in programs for LEP students.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No Yes	If yes, describe: Described above in programs for LEP students.
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No Yes	If yes, describe: Described above in programs for LEP students.

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No Yes	If yes, describe: Described above in programs for LEP students.
	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:	Yes or No Yes	If yes, describe: Described above in programs for LEP students.
	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:	Yes or No 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:	Yes or No Yes	If yes, describe: Described above in programs for LEP students.

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)	<p>Alternative Education provides “interim” services for students who are referred by school districts and probation.</p> <p>We do hold an annual graduation for all students who complete their diploma, GED or CHSPE while enrolled in the program.</p> <p>Aeries SIS for transcript analysis/grad status</p> <p>Review of graduation requirements with students</p> <p>ILP conferencing to review progress towards graduation</p> <p>Student Accountability Specialist position for</p>	All who are referred	<p>Ongoing</p> <p>Administrative team</p> <p>Teachers, Instructional Assistants</p> <p>Support staff (CAHSEE teachers, volunteer tutors, etc.)</p>	<p>CHKS</p> <p>CAHSEE passage rates</p> <p>ASAM indicators: Student attendance Student suspensions Credit completion GED passage</p> <p>Local reading and math assessments</p>	Revenue limit

	<p>student support and parent involvement</p> <p>CAHSEE Intensive Instruction</p> <p>Learning Community work to improve instructional practices and consistency of practice</p> <p>CAHSEE/GED supplemental materials</p> <p>Staff review of student achievement data</p> <p>Credit tracking sheets</p> <p>Algebra professional development for teachers</p> <p>Volunteer academic tutors</p>				
--	--	--	--	--	--

<p>5.2 (Dropouts)</p>	<p>The nature of Alternative Education is to serve as a “drop-out prevention” program by serving students who have not been successful in traditional school settings.</p> <p>Services include: Clean & Sober services for students in recovery, Cal-SAFE for pregnant and parenting teens, RSP support, reading instruction, CAHSEE preparation, GED preparation, Character Based Literacy Program, other services through grants as they become available</p> <p>Student Accountability Specialist position for student and parental support/outreach</p> <p>EL support (EL teacher)</p> <p>New facilities</p> <p>Increased outreach to parents (enrollment, ILP conferencing, etc.)</p> <p>Counseling services for students</p>	<p>All who are referred</p>	<p>Ongoing</p> <p>Administrative team</p> <p>Teachers, Instructional Assistants</p> <p>Support staff</p> <p>Volunteer tutors</p> <p>CBO/agency staff</p>	<p>CHKS</p> <p>CAHSEE passage rates</p> <p>ASAM indicators: Student attendance Student suspensions Credit completion GED passage</p> <p>Local reading and math assessments</p> <p>Reports from Volunteer Center</p>	<p>Revenue limit</p>
----------------------------------	--	-----------------------------	--	---	----------------------

	<p>Consequences for school refusal (JJC)</p> <p>Strong interagency collaboration</p> <p>Partnerships with community based organizations</p>				
<p>5.3 (Advanced Placement)</p>	<p>Alternative Education does not offer any Advanced Placement classes but they are available online to interested students. Students may take classes at Santa Rosa Junior College through their concurrent program.</p>	<p>Interested students/ families</p>	<p>Teachers/ counselors/ admin, in consultation w/ students and families</p>	<p>Course completion reports</p> <p>Graduation status reports/transcript analysis</p>	