

Application #	
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**No Child Left Behind Act of 2001**  
**Updated September 2009, May 2010, August 2011, February 2013**  
**LOCAL EDUCATION AGENCY PLAN**

**To meet the requirements of the  
Local Educational Agency Plan and Single Plan for Student Achievement**

**Mail original\*  
and two copies to:**

**California Department of Education  
School and District Accountability Division  
1430 N Street, Suite 6208  
Sacramento, California 95814-5901**

**SSD Plan Information:**

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

County/District Code: 07-10074

Dates of Plan Duration (should be five-year plan): September 2009 – September 2014

Date of Local Governing Board Approval: June 9, 2010

District Superintendent: Joseph A. Ovick, Ed.,D.

Address: 77 Santa Barbara Rd.

City: Pleasant Hill Zip code: 94523

Phone: (925) 942-3432 Fax: (925) 427-0875

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

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Joseph A. Ovick, Ed.,D.

Printed or typed name of Superintendent	Date	Signature of Superintendent
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Richard P. Asadoorian

Printed or typed name of Board President	Date	Signature of Board President
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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.

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## FEDERAL AND STATE PROGRAMS CHECKLIST

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

<b>Federal Programs</b>		<b>State Programs</b>	
X	Title I, Part A		ELA – State Compensatory Education
	Title I, Part B, Even Start		ELA – 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
X	Title II, Part D, Enhancing Education Through Technology		Education Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free schools and Communities		Tobacco Use Prevention Education (Prop 99)
X	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)
X	McKinney – Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Act: School Based Pupil Motivation and Maintenance Program (SB65)

## DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2009-2011

Please complete the following table with information for you district.

Programs	2009-10 District Entitlements	2010-11 District Entitlements
Title I, Part A	191,752	292,667
Title I, Part D, Neglected/Delinquent	594,552	567,061
Title II, Part A, Subpart 2, Improving Teacher Quality	17,548	17,998
Title II, Part D, Enhancing Education Through Technology	1717	724
Title III, Limited English Proficient	N/A	N/A
Title IV, Part A Safe and Drug-Free Schools and Communities	N/A	N/A
Title V, Part A, Innovative Programs – Parental Choice	N/A	N/A
Adult Education	979,912	1,091,220
Career Technical Education	N/A	N/A
McKinney-Vento Homeless Education	113,511	69,336
IDEA, Special Education	995,944	907,089
21 <sup>st</sup> Century Community Learning Centers	N/A	N/A
<b>TOTAL</b>		

# CONTRA COSTA COUNTY SUPERINTENDENT OF SCHOOL

## VISION

Education empowers tomorrow's global citizens.

## MISSION

Our mission is to be the premier county education agency providing bold leadership, high quality programs, and innovative services.

## CORE VALUES

Respect

Integrity

Diversity

Teamwork

Ethical Leadership

Creativity/Innovation

Advocacy for all learners

## AGENCY FOCUS

1. Provide services and products that support **learning** and **accountability**.
2. Take the lead in creating and sustaining **partnerships** and collaborations that strengthen opportunities for learners.
3. Challenge the status quo by promoting an environment that values **creativity**, encourages risk taking, and supports **innovation**.
4. Recruit, support, and retain outstanding **people** for careers in education that reflect our diverse communities.

5. Provide local and regional high-quality **professional development** to meet student, district, and staff needs.
6. Incorporate **technology** to enhance learning and empower users.
7. Use two-way **communication** to evaluate services and inform data-driven decisions.
8. Advocate for all learners by **promoting** the successes and **explaining** the challenges of public education.

Student Programs is a part of the Educational Services division of the Contra Costa County Office of Education and operates a variety of instructional programs which serve approximately 35,000 students annually. Some of which, such as CTE (Career Technical Education)/ROP (Regional Occupation Program) are operated at district schools. The K-12 schools operated by the CCCOE are:

Mt. McKinley School @ Juvenile Hall, Martinez  
 Delta Vista High School (Byron Boy's Ranch Byron) @ Orin Allen Youth Rehabilitation Center  
 Golden Gate Community Schools @ Joseph A. Ovick School in Brentwood, Rodeo, Martinez, and Pittsburg  
 East County Special Education Programs  
 Far East County Special Education Programs  
 Central County Special Education Programs  
 Floyd Marchus Counseling and Education Program  
 Heritage CCCOE Special Education Programs

The mission in the special education programs is to educate students with special needs in the least restrictive learning environment to enable them to pursue productive and independent lives. The Special Education Program serves special education students in Contra Costa County in the following areas: severely handicapped, emotionally disturbed, autistic and infant/early start.

The program for severely handicapped students provides a full range of services designed to meet the needs of severely handicapped students from age 5 to 22. Programs emphasize integration of students with age-appropriate peers, placement in the least restrictive environment, a comprehensive curriculum for severely handicapped, and programs to support transition.

The program for emotionally disturbed students, the Counseling and Education Program (CEP), provides special education classes for elementary, middle and secondary school students who exhibit a wide range of emotional and behavioral problems. The program is based at the Floyd I. Marchus School and extends to district campuses throughout Contra Costa County through satellite classes on integrated sites. Students are recommended for placement in classes on integrated sites when their behavior is appropriate for district school campus.

The program for autistic students provides highly specialized, intensive, early intervention programs for young children (Pre K-2) with autism. These programs utilize a variety of instructional and behavioral strategies, derived from best practices and research in the field, to reach and teach the child with autism.

We also serve youngsters 0-5 years old who qualify for special education services. Two programs of services are: Early Start which serves children to age three who have vision, hearing, orthopedic problems or other developmental disabilities, and, intensive preschool, which serves students in one of several special day classes throughout the county. Opportunities for integration with age-appropriate peers are a focus of the program as are home visits and continual parent communication and parent education.

The mission of the CCCOE Court and Community Schools is to provide quality instruction to all students while promoting socially responsible and respectful behavior in a supportive and safe environment.

- Basic Skills Academic
- Requirements for High School Graduation
- Life/Prevocational Skills

### **Golden Gate Community School**

The Community School is an alternative education program serving the educational needs of students during their enrollment. All courses taken and credits earned are transferable to the student's home district. The school's main purpose is to prepare the students to return to their home districts. Golden Gate Community School includes 4 sites: The Joseph A. Ovick School in Brentwood, Rodeo, Martinez and Pittsburg.

**Referral Process:** Students are considered for one of the Community School classrooms when referred for one or more of the following reasons:

1. Court wards or dependents whose case manager (Judge, Probation Officer, or Social Service) has determined that it is in the student's best interest to attend a Community School due to chronic truancy, if a district program is not available, and/or as a transition period from institutional program.
2. District students whose needs have been reviewed by the district's School Attendance Review Board (SARB), or whose parents have requested attendance in the Golden Gate Community School.
3. Expelled students who may no longer attend district schools.
4. Students who have been referred by the Probation Department as informal probationers.

Since each Community School student was previously placed in a local school program, these schools seek to transition the students back to an appropriate educational, training, and/or employment setting upon completion of their contractual requirements. The Community School program is student-centered and adapted to meet the student's individual needs.

The Court Schools mission is to empower and support youth and adult learners to create a positive vision and greater options for their futures.

The Contra Costa County Office of Education operates the educational programs at Mt. McKinley School at Juvenile Hall in Martinez and Delta Vista High School at the Orin Allen Youth Rehabilitation Center in Byron. These programs, collectively, are known as the Contra Costa County Court Schools. All course work and credits are transferable to the students' permanent educational records.

## **Mt. McKinley**

Mt. McKinley School at Juvenile Hall is one of two Court School Programs operated by the Contra Costa County Office of Education. It is located in the Juvenile Hall facility in Martinez, as well as in the Southwest Key Facility.

Mt. McKinley offers a variety of classes targeted to students' specific needs. Students take grade-appropriate academic courses and work on their basic skills to complete appropriate courses or earn high school credits. Students receive instruction in the four main content areas including: history/social science, science, math and English. In addition, students receive physical education and health instruction. This school is WASC (Western Association of Schools and Colleges) accredited. Most classrooms are housed within the student living units and therefore, are composed of multi- grade, multi-level students. Students in the high school program receive credits for graduation. In addition, Mt. McKinley is a General Education Development (GED) Test Center. This test is administered to eligible students each month.

Each student entering the program is given assessment tests in the Assessment Center. All students receive a comprehensive diagnosis of academic skills and career interests. In addition, students with special education needs and English Learners are identified in order to receive necessary services. All students leave the Assessment Center with an Individualized Learning Plan (ILP).

The Girls In Motion (GIM) and the Youthful Offender Treatment Programs (YOTP) are two long term placement options for the juveniles housed at Juvenile Hall. Students sentenced to these programs remain in custody for 4-18 months. In addition, students in the YOTP program may reach the age of 22 and be high school graduates. Therefore, the Mt. McKinley School looks for career and technical educational opportunities for these longer term students.

In addition to the Juvenile Hall Facility, the Mt. McKinley School also offers an educational program at the Southwest Key Facility. This facility contains unescorted minors from a variety of countries. These students often remain at this site for 1-6 months. Since most of the students are primarily English Learners level 1 and 2, English Language Development courses (ELD) are the main focus of the educational program.

## **Delta Vista High School**

Delta Vista High School operates at the Orin Allen Youth Rehabilitation Facility in Byron. Most of the students who are enrolled in Delta Vista come from Mt. McKinley School at Juvenile Hall. The assessments and Individual Learning Plan (ILP) are updated and forwarded to Delta Vista when the student is transferred.

The school program at Delta Vista is comprised of five classrooms which offer 45-90 minute classes in the core subjects: English, history/social science, science and math. There is a woodshop program available as an elective. Students who are 16 or older can participate in a Work Experience program if desired. In the Work Experience class students are assigned jobs and supervised by Probation. Work Experience students are required to complete work-related instruction with one of the teachers.



Screening and preparation for the GED are provided at both sites and eligible students are tested when they demonstrate readiness. Students who earn all of the necessary high school credits and pass the CAHSEE in both English/Language Arts and Math are eligible to receive a high school diploma.

**Golden Gate**

**CALIFORNIA STANDARDS TESTS (CST)**

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area.

**CST Results for all Students – Three-year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). The number of students tested at this school site varies for each subject and each year, and most students tested were not enrolled the year prior. Consequently, year-to-year comparisons do not reflect individual student achievement.

<p align="center"><b>CST Spring 2010</b> School year 2009-10</p>	<p align="center"><b>CST Spring 2011</b> School year 2010-11</p>	<p align="center"><b>CST Spring 2012</b> School year 2011-12</p>
<ul style="list-style-type: none"> <li>• English-Language Arts 7% Proficient ( 138 scores )</li> <li>• History 8% Proficient ( 39 scores)</li> <li>• Mathematics 11% Proficient ( 65 scores )</li> <li>• Science CST 9% Proficient ( 53 scores )</li> </ul>	<ul style="list-style-type: none"> <li>• English-Language Arts 7% Proficient ( 145 scores )</li> <li>• History 6% Proficient ( 52 scores )</li> <li>• Mathematics 7% Proficient ( 73 scores )</li> <li>• Science CST 12% Proficient ( 57 scores )</li> </ul>	<ul style="list-style-type: none"> <li>• English-Language Arts 7% Proficient ( 126 scores )</li> <li>• History 8% Proficient ( 48 scores )</li> <li>• Mathematics 6% Proficient ( 80 scores )</li> <li>• Science CST 6% Proficient ( 50 scores )</li> </ul>
<p>The assessments used in CST Proficient calculations were the content areas: English-Language Arts, grades 2 through 11; History, grades 8, 11, and end-of-course; Mathematics, grades 2 through 7, and end-of-course; and Science CST, grades 5, 8, and 10.</p>		

**ADEQUATE YEARLY PROGRESS (AYP)**

Adequate Yearly Progress (AYP) is a series of annual academic performance goals. Schools, LEAs, and the state are determined to have met AYP if they meet or exceed each year’s goals (AYP targets and criteria).

**AYP Report– School-wide Three-year Comparison**

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception criteria (safe harbor, small enrollment, etc.) were met, or that an appeal of the school's or district's AYP status was approved.

<p><b>Golden Gate AYP 2010</b> School year 2009-10</p>	<p><b>Golden Gate AYP 2011</b> School year 2010-11</p>	<p><b>Golden Gate AYP 2012</b> School year 2011-12</p>
<p>Met 4 out of 4 criteria : AYP – Yes</p>	<p>Met 1 out of 4 criteria : AYP – No</p>	<p>Met 2 out of 4 criteria : AYP – No</p>
<ul style="list-style-type: none"> <li>• Percent Participation: ELA – Yes ER</li> <li>• Percent Participation: Math – Yes ER</li> <li>• Percent Proficient: ELA – Yes SH 19% Proficient (21 valid scores: 4 proficient)</li> <li>• Percent Proficient: Math – Yes SH 10.5% Proficient (19 valid scores: 2 proficient)</li> <li>• API – N/A</li> <li>• Graduation Rate – N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Percent Participation: ELA – Yes Y2</li> <li>• Percent Participation: Math – No ER</li> <li>• Percent Proficient: ELA – No 3.7% Proficient (27 valid scores: 1 proficient)</li> <li>• Percent Proficient: Math – No 8.3% Proficient (24 valid scores: 2 proficient)</li> <li>• API – N/A</li> <li>• Graduation Rate – N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Percent Participation: ELA – Yes ER</li> <li>• Percent Participation: Math – Yes ER</li> <li>• Percent Proficient: ELA – No 0% Proficient (13 valid scores: 0 proficient)</li> <li>• Percent Proficient: Math – No 0% Proficient (15 valid scores: 0 proficient)</li> <li>• API – N/A</li> <li>• Graduation Rate – N/A</li> </ul>
<p><b>Golden Gate Progressed to PI Year 3 in 2011-12:</b> First year of PI implementation in 2009-10. Schools and districts receiving federal Title I Part A funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or Math) or on the same indicator.</p>		
<p>“Percent Participation” is based on the number of tests taken by students enrolled on the first day of testing.  “Percent Proficient” is based on “valid scores” from tests taken by students who have been continuously enrolled in the school/LEA since October of that school year without a break in enrollment of more than 30 consecutive calendar days (new rule as of 2012). Starting in 2012, enrollment data will be taken from CALPADS and the first day of testing data are taken from the student answer documents.  The assessments used in AYP calculations were: English/Language Arts (ELA) and Mathematics content areas of the CSTs, grades 2 - 8; the CMAs, grades 3 - 8; the CAPA, grades 2 – 8 and 10; and the CAHSEE, grade 10 only.  The Academic Performance Index (API) summarizes a school's/LEA's academic performance and progress on statewide assessments. It compares snapshots of achievement results from one year to the next as points on the API scale.</p>		

**Mt. McKinley**

**CALIFORNIA STANDARDS TESTS (CST)**

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area.

**CST Results for all Students – Three-year Comparison**

This table displays the percent of students achieving at the Proficient and Advanced level (meeting or exceeding the state standards). The number of students tested at this school site varies for each subject and each year, and most students tested were not enrolled the year prior. Consequently, year-to-year comparisons do not reflect individual student achievement.

<b>CST Spring 2010</b> School year 2009-10	<b>CST Spring 2011</b> School year 2010-11	<b>CST Spring 2012</b> School year 2011-12
<ul style="list-style-type: none"><li>• English-Language Arts 7% Proficient ( 153 scores )</li><li>• History 6% Proficient ( 66 scores)</li><li>• Mathematics 6% Proficient ( 35 scores )</li><li>• Science CST 3% Proficient ( 65 scores )</li></ul>	<ul style="list-style-type: none"><li>• English-Language Arts 2% Proficient ( 91 scores )</li><li>• History 2% Proficient ( 43 scores)</li><li>• Mathematics 21% Proficient ( 19 scores )</li><li>• Science CST 9% Proficient ( 33 scores )</li></ul>	<ul style="list-style-type: none"><li>• English-Language Arts 10% Proficient ( 88 scores )</li><li>• History 7% Proficient ( 42 scores )</li><li>• Mathematics 14% Proficient ( 14 scores )</li><li>• Science CST 4% Proficient ( 27 scores )</li></ul>
The assessments used in CST Proficient calculations were the content areas: English-Language Arts, grades 2 through 11; History, grades 8, 11, and end-of-course; Mathematics, grades 2 through 7, and end-of-course; and Science CST, grades 5, 8, and 10.		

**ADEQUATE YEARLY PROGRESS (AYP)**

Adequate Yearly Progress (AYP) is a series of annual academic performance goals. Schools, LEAs, and the state are determined to have met AYP if they meet or exceed each year’s goals (AYP targets and criteria).

**AYP Report– School-wide Three-year Comparison**

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception criteria (safe harbor, small enrollment, etc.) were met, or that an appeal of the school's or district's AYP status was approved.

Mt. McKinley AYP 2010 School year 2009-10	Mt. McKinley AYP 2011 School year 2010-11	Mt. McKinley AYP 2012 School year 2011-12
Met 3 out of 4 criteria : AYP – No	Met 4 out of 5 criteria : AYP – No	Met 4 out of 4 criteria : AYP – Yes
<ul style="list-style-type: none"> <li>• Percent Participation: ELA – Yes ER</li> <li>• Percent Participation: Math – Yes ER</li> <li>• Percent Proficient: ELA – Yes CI 14.3% Proficient (7 valid scores: 1 proficient)</li> <li>• Percent Proficient: Math – No 11.1% Proficient (9 valid scores: 1 proficient)</li> <li>• API – N/A (N/A for ASAM school)</li> <li>• Graduation Rate – N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Percent Participation: ELA – Yes EN</li> <li>• Percent Participation: Math – Yes EN</li> <li>• Percent Proficient: ELA – Yes CI 0% Proficient (3 valid scores: 0 proficient)</li> <li>• Percent Proficient: Math – Yes CI 0% Proficient (3 valid scores: 0 proficient)</li> <li>• API – No (Should be N/A for ASAM schools)</li> <li>• Graduation Rate – N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Percent Participation: ELA – Yes EN</li> <li>• Percent Participation: Math – Yes EN</li> <li>• Percent Proficient: ELA – Yes CI 0% Proficient (4 valid scores: 0 proficient)</li> <li>• Percent Proficient: Math – Yes CI 0% Proficient (4 valid scores: 0 proficient)</li> <li>• API – N/A (N/A for ASAM school)</li> <li>• Graduation Rate – N/A</li> </ul>
<p>“Percent Participation” is based on the number of tests taken by students enrolled on the first day of testing.</p> <p>“Percent Proficient” is based on “valid scores” from tests taken by students who have been continuously enrolled in the school/LEA since October of that school year without a break in enrollment of more than 30 consecutive calendar days (new rule as of 2012). Starting in 2012, enrollment data will be taken from CALPADS and the first day of testing data are taken from the student answer documents.</p> <p>The assessments used in AYP calculations were: English/Language Arts (ELA) and Mathematics content areas of the CSTs, grades 2 - 8; the CMAs, grades 3 - 8; the CAPA, grades 2 – 8 and 10; and the CAHSEE, grade 10 only.</p> <p>The Academic Performance Index (API) summarizes a school's/LEA's academic performance and progress on statewide assessments. It compares snapshots of achievement results from one year to the next as points on the API scale.</p>		

## Delta Vista

### CALIFORNIA STANDARDS TESTS (CST)

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#### **CST Results for all Students – Three-year Comparison**

This table displays the percent of students achieving at the Proficient and Advanced level (meeting or exceeding the state standards).

The number of students tested at this school site varies for each subject and each year, and most students tested were not enrolled the year prior. Consequently, year-to-year comparisons do not reflect individual student achievement.

<b>CST Spring 2010</b> School year 2009-10	<b>CST Spring 2011</b> School year 2010-11	<b>CST Spring 2012</b> School year 2011-12
<ul style="list-style-type: none"><li>• English-Language Arts 8% Proficient ( 76 scores )</li><li>• History 0% Proficient ( 39 scores)</li><li>• Mathematics 17% Proficient ( 12 scores )</li><li>• Science CST 6% Proficient ( 33 scores )</li></ul>	<ul style="list-style-type: none"><li>• English-Language Arts 9% Proficient ( 77 scores )</li><li>• History 8% Proficient ( 36 scores)</li><li>• Mathematics 13% Proficient ( 15 scores )</li><li>• Science CST 4% Proficient ( 28 scores )</li></ul>	<ul style="list-style-type: none"><li>• English-Language Arts 14% Proficient ( 59 scores )</li><li>• History 0% Proficient ( 35 scores )</li><li>• Mathematics 11% Proficient ( 19 scores )</li><li>• Science CST 5% Proficient ( 21 scores )</li></ul>
<p>The assessments used in CST Proficient calculations were the content areas, English-Language Arts, grades 2 through 11; History, grades 8, 11, and end-of-course; Mathematics, grades 2 through 7, and end-of-course; and Science CST, grades 5, 8, and 10.</p>		

### ADEQUATE YEARLY PROGRESS (AYP)

Adequate Yearly Progress (AYP) is a series of annual academic performance goals. Schools, LEAs, and the state are determined to have met AYP if they meet or exceed each year's goals (AYP targets and criteria).

#### **AYP Report– School-wide Three-year Comparison**

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception criteria (safe harbor, small enrollment, etc.) were met, or that an appeal of the school's or district's AYP status was approved.

Delta Vista AYP 2010 School year 2009-10	Delta Vista AYP 2011 School year 2010-11	Delta Vista AYP 2012 School year 2011-12
Met 4 out of 4 criteria : AYP – Yes	Met 4 out of 4 criteria : AYP – Yes	Met 4 out of 4 criteria : AYP – Yes
<ul style="list-style-type: none"> <li>• Percent Participation: ELA – Yes EN</li> <li>• Percent Participation: Math – Yes EN</li> <li>• Percent Proficient: ELA – Yes CI 0% Proficient (5 valid scores: 0 proficient)</li> <li>• Percent Proficient: Math – Yes CI 0% Proficient (4 valid scores: 0 proficient)</li> <li>• API – N/A (N/A for ASAM schools)</li> <li>• Graduation Rate – N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Percent Participation: ELA – Yes EN</li> <li>• Percent Participation: Math – Yes EN</li> <li>• Percent Proficient: ELA – Yes CI 0% Proficient (2 valid scores: 0 proficient)</li> <li>• Percent Proficient: Math – Yes CI 0% Proficient (3 valid scores: 0 proficient)</li> <li>• API – N/A (N/A for ASAM schools)</li> <li>• Graduation Rate – N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Percent Participation: ELA – Yes EN</li> <li>• Percent Participation: Math – Yes EN</li> <li>• Percent Proficient: ELA – Yes CI 0% Proficient (3 valid scores: 0 proficient)</li> <li>• Percent Proficient: Math – Yes CI 0% Proficient (3 valid scores: 0 proficient)</li> <li>• API – N/A (N/A for ASAM schools)</li> <li>• Graduation Rate – N/A</li> </ul>
<p>“Percent Participation” is based on the number of tests taken by students enrolled on the first day of testing.</p> <p>“Percent Proficient” is based on “valid scores” from tests taken by students who have been continuously enrolled in the school/LEA since October of that school year without a break in enrollment of more than 30 consecutive calendar days (new rule as of 2012). Starting in 2012, enrollment data will be taken from CALPADS and the first day of testing data are taken from the student answer documents.</p> <p>The assessments used in AYP calculations were: English/Language Arts (ELA) and Mathematics content areas of the CSTs, grades 2 - 8; the CMAs, grades 3 - 8; the CAPA, grades 2 – 8 and 10; and the CAHSEE, grade 10 only.</p> <p>The Academic Performance Index (API) summarizes a school's/LEA's academic performance and progress on statewide assessments. It compares snapshots of achievement results from one year to the next as points on the API scale.</p>		

**Contra Costa County Office of Education**

**ADEQUATE YEARLY PROGRESS (AYP) – District Three-year Comparison**

<p align="center"><b>CCCOE AYP 2010</b> School year 2009-10</p>	<p align="center"><b>CCCOE AYP 2011</b> School year 2010-11</p>	<p align="center"><b>CCCOE AYP 2012</b> School year 2011-12</p>
<p align="center">Met 8 out of 12 criteria : AYP – No</p>	<p align="center">Met 5 out of 10 criteria : AYP – No</p>	<p align="center">Met 5 out of 10 criteria : AYP – No</p>
<ul style="list-style-type: none"> <li>• Percent Participation: ELA – Yes</li> <li>• Percent Participation: Math – Yes</li> <li>• Percent Proficient: ELA – No 15.6% Proficient (45 valid scores: 7 proficient)</li> <li>• Percent Proficient: Math – No 16.3% Proficient (43 valid scores: 7 proficient)</li> <li>• API – No 628 in 2009, 485 in 2010, Growth is –143</li> <li>• Graduation Rate – No CA</li> </ul>	<ul style="list-style-type: none"> <li>• Percent Participation: ELA – Yes Y2</li> <li>• Percent Participation: Math – No</li> <li>• Percent Proficient: ELA – No 11.5% Proficient (52 valid scores: 6 proficient)</li> <li>• Percent Proficient: Math – No 14.9% Proficient (47 valid scores: 7 proficient)</li> <li>• API – Yes</li> <li>• Graduation Rate – Yes CA</li> </ul>	<ul style="list-style-type: none"> <li>• Percent Participation: ELA – Yes ER</li> <li>• Percent Participation: Math – Yes ER</li> <li>• Percent Proficient: ELA – No 17.9% Proficient (28 valid scores: 5 proficient)</li> <li>• Percent Proficient: Math – No 13.8% Proficient (29 valid scores: 4 proficient)</li> <li>• API – No 508 in 2011, 504 in 2012, Growth is –4</li> <li>• Graduation Rate – Yes CA</li> </ul>

**AYP Definitions**

**CA = County Average:** For COEs that oversee schools that serve high school students, countywide average graduation rates were used for both the schools and the COEs.

**CI – Passed using confidence intervals:** Small schools and LEAs with fewer than 100 valid scores have adjusted Annual Measurable Objectives (AMOs) to account for the small number of test scores.

**EN = Enrollment less than 50:** Schools or LEAs with less than 50 students enrolled do not have participation rate criteria, and “Yes” is shown for schoolwide or LEA-wide in the “Met 2010 AYP Criteria” column on the report.

**ER = Enrollment 50 -99:** Small schools and LEAs with 50 – 99 students enrolled have slightly adjusted participation rate criteria to account for the small numbers.

**Y2 = Passed by using 2-year average:** Schools, LEAs, or subgroups that have not met AYP participation rate or percent proficient AMO criteria using a one-year formula met the participation rate or AMO using a two-year formula.

## Local Measures of Student Performance

(Other than State-level assessment)

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

**A description of high-quality student academic assessments, if any that are in addition to the academic assessments described in the State Plan under section 1111 (b), 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 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 assessment 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 special education students are assessed individually by a multi-disciplinary team at least annually. The tests are both formal and informal. Formal assessments for special education students include the Woodcock-Johnson and the WRAT. Results on these tests are shared with parents at the Individualized Education Program (IEP) Team Meeting. Informal tests include classroom-based assessments of individual performance.

Teachers utilize the computerized STAR Reading and Math Assessment (Renaissance Learning) at least three times an academic school year. This assessment is a choice available for the Alternative Schools Accountability Model (ASAM) and provides excellent computerized scaled scored for each student. Scores are used by classroom teachers to design instruction and provide individualized assistance to students who are below grade level.

Students in court schools are assessed using Renaissance Place which focuses on academic skills. All students in the court schools are administered pre and posttests in reading and math to measure their growth while enrolled in our programs.

Court and Community Schools have recently implemented the standard based English/Language Arts program “Longman”. The Longman series focuses on intervention strategies and English Learner standards in addition to California State English/Language Arts standards.

Also for math AGS algebra and pre-algebra are used in all programs. The math matrix is a pacing guide used to keep instruction on track. Each strand includes an assessment to determine mastery of specific math skills. Based on the assessment results, students are provided with the appropriate level of independent work from



the math kit. After they complete each strand they are assessed again and, if ready, they move on to the next level. Additional supplemental math texts which are aligned to the CAHSEE were introduced and implemented in the 2011-2012 school year.

### Professional Development and Hiring

During the 2011-2012 academic year, professional development focused on Direct Instruction (DI) strategies and using data to inform instruction.

Other professional development needs, as evidenced by the student test results on the California High School Exit Exam (CAHSEE) and the California Standards Test, are in the area of math assessment and instruction and in English/Language Arts.

**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 <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>I Alignment of instruction with content standards:</b></p> <p>The COE will take the following steps to ensure that instruction is aligned with the content standards in reading:</p> <p>For court and community and the special education high school program, the standards based Longman program is used as the vehicle for the teacher of English, Language Arts and Literacy.</p> <p>1 State-adopted reading program from Houghton-Mifflin will be implemented in grades 9-12 at Marchus school.</p> <p>2</p> <p>All teachers and principals will continue to participate in ongoing training related to the adopted reading/language arts curriculum.</p> <p>3 All Principals will receive training regarding how to coach, supervise and evaluate teachers in terms of their competence in teaching to the language arts standards.</p> <p>4 Newly purchased Longman English/Language Arts program will be utilized in court and community schools for student performing below grade level in reading.</p> <p>5 Teachers in court community schools will receive training in the use of the Longman program.</p> <p>6 Teacher evaluations will highlight an emphasis on moving teachers towards mastery in the teaching of English/Language Arts and Math standards.</p> <p>7</p>	<p>Directors Principals Teachers</p> <p>Timeline: Longman training by 12/30/2010</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing through 2014</p>	<p>1 Cost of class sets of Longman and teacher resource materials</p> <p>2 Cost of textbooks and related materials for at Marchus school</p> <p>3 Longman training is provided free of charge – expenses incurred include substitute time and beverage and snacks for each training day.</p> <p>4 Cost of training for principals in DI strategies.</p> <p>5 Same as #3</p> <p>6 Same as #3</p> <p>7 No cost</p>	<p>1 \$1000 per teacher first year; \$500 per teacher second year; \$300 per teacher each subsequent year</p> <p>2 \$10,000</p> <p>3 \$100 per teacher per training</p> <p>4 Same as #3</p> <p>5 Same as #3</p> <p>6 Same as #3</p> <p>7 No Cost</p>	<p>1 Revenue limit &amp; Title I, Part D, Title IA</p> <p>2 State textbook funds</p> <p>3-5 Revenue limit &amp; Title 1, Part D</p> <p>6 State text funds</p> <p>7 No cost</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>II Use of standards-aligned instructional materials and strategies:</b></p> <p>1 All teachers will make specific references to the standards taught on each of their weekly and daily lesson plans</p> <p>2 All teachers will post the language arts standards in their classrooms for all students to see.</p> <p>3 The CAHSEE writing rubrics will be provided to all teachers and used to evaluate student writing products.</p> <p>4 Time will be allocated in staff, committee and / or grade level meetings to routinely review student data to ensure that students are working towards mastery of the standards taught.</p> <p>5 State-adopted reading program from Houghton-Mifflin, which is aligned to the standards, has been implemented in the special education academic program at Marchus school K-5..</p> <p>6 Continued implementation of Longman English/Language Arts Program at all Court and Community School classes.</p> <p>7 Continued implementation of Pearson AGS English/Language Arts at Marchus</p>	<p>Principals, Teachers</p> <p>1-7 Ongoing</p>	<p>1-4 Training costs as needed</p> <p>5-7 Costs of textbooks &amp; related materials for each K-12 classroom</p>	<p>1-4 \$1000 per program</p> <p>5 \$10,000</p> <p>6 No cost</p> <p>7 No cost</p>	<p>1-7 Revenue limit And Tier III funds</p>
<p><b>III Extended learning time:</b></p> <p>1 Both Court School sites offer classes year round, and are only closed for 1 week in Spring and 2 weeks for the Winter break. This ensures that students are able to receive instruction, without interruption, year round.</p> <p>2 Summer school programs are offered to all students for credit recovery and extended core curriculum and remediation.</p> <p>3 CCCOE has worked collaboratively with the Read to Live program at Delta Vista High School to provide school tutors who work one / one on reading remediation to the lowest level students at both Court School sites. If feasible, this program will be expanded.</p> <p>4 After school CAHSEE Prep is offered at all sites.</p> <p>5 Effective Spring 2012-13 community school days will be extended to 270 minutes.</p>	<p>1 Court School Staff-ongoing</p> <p>2 Instructional staff-school year and extended year staff-summer school</p> <p>3 Principal Instructional Staff and Read to Live tutors – ongoing</p> <p>Ongoing to 2014</p>	<p>There is a cost for summer school after school tutoring (teacher salaries or stipends &amp; CAHSEE Revolution licenses.)</p>	<p>N/A</p>	<p>N/A</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>IV Increased access to technology:</b></p> <p>1 Classroom computers and computer lab activities will include the following programs to improve reading:</p> <p>a <b>CAHSEE Revolution</b> – software program currently available for CAHSEE preparation</p> <p>b <b>Renaissance Place</b> – student assessment system to determine reading level and gains</p> <p>c <b>Ed1Stop</b> – web portal environment allows us to provide teachers and administrators with digital resources, tools and content</p> <p>d <b>GED 2002</b> – is a comprehensive software program correlated to print materials, which is available to assist eligible students preparing for the GED.</p> <p>e <b>Rosetta Stone</b> – is a computer software program for language learners.</p> <p>f <b>Contra Costa Library</b> – Allows students to conduct research and order books for the Contra Costa Library System.</p> <p>g <b>Neo II</b> technology hardware that assists students with the writing process</p> <p>h <b>SmartBoards</b>—Allows interaction with virtual educational programs and presentations</p>	<p>Teachers, Administrators and Technical support personnel</p> <p>Timeline: Ongoing to 2014</p>	<p>a Purchase additional licenses</p> <p>b Cost of software license</p> <p>c Cost of license</p> <p>d No charge this year</p> <p>e No charge this year</p> <p>f No charge</p> <p>g Upgrade from Alpha assessments to Neo II</p> <p>h Charge for equipment—Smartboards and laptops</p>	<p>a \$40.00 per student license total approx. \$10,000</p> <p>b No charge</p> <p>c \$2200</p> <p>d No charge</p> <p>f No Charge</p> <p>g \$3,000</p> <p>h \$35,000 for all programs</p>	<p>a-h Shared cost from program budgets, Title 1, Part A &amp; D, and EdTech funds</p>
<p><b>V Staff development and professional collaboration aligned with Standards-based instructional materials:</b></p> <p>1</p> <ul style="list-style-type: none"> <li>• Longman</li> <li>• DI Strategies</li> <li>• REACH</li> <li>• CAHSEE Revolution</li> <li>• Renaissance Place</li> <li>• Ed1Stop</li> <li>• Technology in the classroom</li> </ul>	<p>1 Trainers and instructional staff</p> <p>Ongoing to 2014</p>	<p>1 Cost for training or trainers; substitute time; cost of materials to implement the programs; cost of food and snacks for local training.</p>	<p>1 Approximately \$10,000 annually for all programs.</p>	<p>1 Revenue limit and Title I, Part A &amp; D</p>

<p><b>VI Involvement of staff, parents and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b></p> <ol style="list-style-type: none"> <li>1 Outreach efforts for all schools include invitations to parents and other key stakeholders to participate school site councils, open houses, transition meetings, parent workshops as well as various site-based activities.</li> <li>2 Parents attend and participate in IEP meetings for their child.</li> <li>3 Parents receive his/her student's individual State assessment results, with an explanation of how to interpret them.</li> <li>4 Report cards and Individual Learning Plans (ILPs) are provided at school functions and upon request.</li> <li>5 At schools receiving Title I, Part A and Part D funds, School Site councils provide opportunities for parents, staff and community representatives to interpret assessment results and give input.</li> <li>6 Updates sent out in parent newsletters</li>   <li>7 Information related to school and parent programs, meetings and other activities in a form and language that the parent understands, including translated materials and translation services at meetings, if requested.</li> </ol>	<ol style="list-style-type: none"> <li>1 Principal, Teacher, Probation staff</li> <li>2 Principals, teachers, Parents students and other key stakeholders, such as therapists, Probation staff, Probation officers, and district of residence representatives.</li>   <li>3 Principals, School Secretaries Principals, teachers, School Secretaries, Office Assistants Principal</li> <li>5 Timeline: Ongoing to 2014</li> </ol>	<ol style="list-style-type: none"> <li>1 Cost for parent trainings</li> <li>2 Duplicating costs, refreshments and postage</li> <li>3 Postage</li> <li>4 Duplicating costs and postage</li> <li>5 Cost for refreshments and babysitting as needed</li> <li>6 Duplicating costs and postage</li> </ol>	<ol style="list-style-type: none"> <li>1 \$5000</li> <li>2 \$1000</li> <li>3 \$1000</li> <li>4 \$1000</li> <li>5 \$500</li> <li>6 \$1000</li> </ol>	<ol style="list-style-type: none"> <li>1 1-6</li> <li>2 Revenue limit,</li> <li>3 Title 1 Part A &amp;</li> <li>4 D and School</li> <li>5 Site Budget</li> </ol>
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<p><b>VII Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</b></p> <ol style="list-style-type: none"> <li>1 Tutors and assistants work both in the classroom, with students one/one, and collaborate with the homeroom teachers to assist with the development of Reading skills (for the low-level student) and English (for English language learners).</li> <li>2 Through the Instructional Support Program model, all special education teachers and assistants work in the classroom, one/one with students and collaborate with the homeroom teachers to assist with the development of reading skills for the low-level learner.</li> <li>3 Instruction support specialists and assistants received ongoing training on reading instruction.</li> <li>4 Transition meetings are routinely held for students exiting long-term placement and community schools to facilitate successful reintegration back to their district of residence.</li> </ol>	<ol style="list-style-type: none"> <li>1 Tutors and assistants</li> <li>2 ISP teachers and assistants, homeroom teachers.</li> <li>3 ISP teachers and assistants</li> <li>4 Principals, teachers, key stakeholders (therapists, probation officers, etc.) and district representatives</li> </ol> <p>Timeline: Ongoing to 2014</p>	<ol style="list-style-type: none"> <li>1 Tutor salaries and benefits</li> <li>2 ISP Teacher and assistant salaries and benefits</li> <li>3 Substitute time</li> <li>4 No Cost</li> </ol>	<ol style="list-style-type: none"> <li>1 \$690,000</li> <li>2 \$450,000</li> <li>3 \$500</li> <li>4 N/A</li> </ol>	<ol style="list-style-type: none"> <li>1 Revenue limit Title 1 Part A &amp; D and school site budget</li> <li>2 Contra Costa SELPA and WCCUSD</li> <li>3 Same as #1</li> <li>4 No cost</li> </ol>
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<p><b>VIII. Monitoring program effectiveness.</b></p> <ol style="list-style-type: none"> <li>1 Review and analysis of STAR and CAHSEE test data, AYP and API reports by all stakeholders.</li> <li>2 No ASAM reports at least for this year. In addition to the state mandated student assessments locally administered student achievement tests are used to drive instruction. These include the STAR Renaissance and formative assessment based on the Longman core text.</li> <li>3 At court and community schools, an Individual Learning Plan is created for each student, which at the very least includes the most recent scores and academic level in reading and math. This ILP is shared with the student distributed to teach homeroom teacher and provided to the student's next school placement upon exiting the program.</li> <li>4 All special education students have an updated IEP, which tracks current levels of performance. Goals and objectives from the IEP are made available to all classroom teachers.</li> <li>5 Classroom teachers regularly assess students' mastery of standards by examining student data, and adjusting teaching strategies as needed.</li> <li>6 School Site Councils at Title I schools evaluate accomplishment of yearly goals from Single Plan</li> <li>7 Review of student assessment data in Datawise assessment system</li> </ol>	<p>1-6 Program director principals, teachers,</p> <p>4 Teacher assistants and Tutors.</p> <p>Timeline: Ongoing to 2014</p>	<p>1-2 No Cost</p> <p>2 No cost for 2011-12</p> <p>3 Support staff to assist with assessment &amp; manage database.</p> <p>4-6 No cost</p> <p>7 Annual cost of software</p>	<p>1-2 N/A</p> <p>3 \$200,000</p> <p>4-6 No cost</p> <p>7 \$6,500</p>	<p>1-2 N/A</p> <p>3 Title I Part A &amp; D, Revenue limit and school site budgets</p> <p>4-6 N/A</p> <p>7 EdTech funds</p>
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Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved / Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>IX. Targeting services and programs to lowest-performing student groups.</b></p> <p>1 Services are targeted school-wide to raise students' abilities and scores</p> <p>2 Staff at each school utilize various strategies to provide additional remediation for those students most in need, these include Response to Intervention (RTI), Instruction Support Program (ISP), REACH and CAHSEE intervention after school</p> <p>3 School identified in program improvement receives supplemental educational services (SES).</p>	<p>1 All instructional staff and Principals - ongoing</p> <p>2 Title I tutors, instructional assistants and Instruction Support teachers and assistants – ongoing.</p> <p>Timeline: Ongoing to 2014</p>	<p>1 1-2</p> <p>2 Training costs as needed</p>	<p>1-2 \$5000</p> <p>Up to 20% of Title I, Part A budget</p>	<p>1-2</p> <p>Title I Part A &amp; D, Revenue limit and school site budgets</p>
<p><b>X. Any additional services tied to student academic needs:</b></p> <p>1 The Volunteers in Probation (VIP) program routinely train and assign volunteers interested in working as instructional assistants and tutors in the classroom. These individuals are used to provide extra help to students who are most in need.</p> <p>2 Staff are available after school to provide CAHSEE intervention services</p> <p>3 CTE courses are offered at Delta Vista High School</p>	<p>1 Teachers, volunteers - ongoing</p> <p>2 Teachers and other staff - ongoing</p> <p>3 Principal, teachers</p> <p>Timeline: Ongoing to 2014</p>	<p>1 No cost</p> <p>2 Staff cost for after school tutoring</p> <p>3 Cost of material and start up equipment</p>	<p>1 N/A</p> <p>2 \$10,000</p> <p>3 \$35,000 start up, \$1,500 ongoing</p>	<p>1 N/A</p> <p>2</p> <p>3</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><b>I. Alignment of instruction with content standards:</b></p> <p>The COE will take the following steps to ensure that instruction is aligned with the content standards in mathematics:</p> <ol style="list-style-type: none"> <li>1 Each classroom has mathematics textbooks aligned to the content standards.</li> <li>2 Every middle and high school classrooms have pre-algebra and algebra textbooks.</li> <li>3 A multi-county committee with representatives for CCCOE, developed a curriculum matrix and course sequence to address the math standards on the CAHSEE.</li> <li>4 The CCCOE will revise its Course of Study to ensure that all mathematics course options include the appropriate content standards, and to ensure that the range of coursed available are sufficient to prepare students to pass the CAHSEE.</li> <li>5 High school teachers receive training in analyzing CAHSEE results to plan instruction.</li> <li>6 Retraining in the use of Prentice Hall math intervention kits for use in high school academic programs.</li> </ol>	<ol style="list-style-type: none"> <li>1 Principals – all classrooms teachers</li> <li>2 Principals – all classrooms teachers</li> <li>3 Principals and Teachers – ongoing</li> <li>4 Principals and Teachers – ongoing</li> <li>5 Principals and Teachers – ongoing</li> <li>6 Principals and Teachers – ongoing</li> </ol> <p>Timeline: Ongoing to 2014</p>	<ol style="list-style-type: none"> <li>1 Ongoing replacement to damaged or lost textbooks and teacher resource materials</li> <li>2 Ongoing replacement to damaged or lost textbooks and teacher resource materials</li> <li>3 No Cost</li> <li>4 Stipend for teachers on special assignment, Substitute time, mileage and duplicating costs</li> <li>5 Mileage and duplicating costs</li> <li>6 Mileage and duplicating costs</li> </ol>	<ol style="list-style-type: none"> <li>1 \$4,000</li> <li>2 \$4,000</li> <li>3 \$NA</li> <li>4 \$10,000</li> <li>5 \$2,000</li> <li>6 \$2,000</li> </ol>	<ol style="list-style-type: none"> <li>1 Tier III funds, revenue and Title I, Part A &amp; D</li> <li>2 Tier III funds, revenue and Title I, Part A &amp; D</li> <li>3 Title 1, Part A and D</li> <li>4 Title 1, Part A and D</li> <li>5 Title 1, Part A and D</li> <li>6 Revenue and Title 1 Part and and D</li> </ol>

<p><b>II Use of standards-aligned instructional materials and strategies:</b></p> <ol style="list-style-type: none"> <li>1 All instructional staff can access the Course of Study on line.</li> <li>2 All instructional staff receives a copy of the curriculum matrix related to the teaching of math standards.</li> <li>3 Targeted training in DI is being offered in order to upgrade teacher skills with regards teaching mathematics skills and algebra in particular.</li> <li>4 Lesson plans submitted by teachers will demonstrate an adherence to the math curriculum matrix, and make explicit reference to the standards.</li> <li>5 The math standards will be posted in every classroom.</li> <li>6 Time will be allocated in staff committee and/or grade level meetings to routinely review student work and data to ensure that students are working towards mastery of these standards.</li> <li>7 Math test scores are routinely reviewed by teachers to determine student areas of improvement.</li> </ol>	<ol style="list-style-type: none"> <li>1 Directors, Principals, and teachers</li> <li>2 Principals, Teachers</li> <li>3 Directors, Principals, Teachers</li> <li>4 Principals, Teachers</li> <li>5 Principals, Teachers</li> <li>6 Principals, Teachers.</li> <li>7 Principals, Teachers</li> </ol> <p>Timeline: Ongoing to 2014</p>	<ol style="list-style-type: none"> <li>1 No cost</li> <li>2 Duplicating cost</li> <li>3 Substitute time, Mileage for training</li> <li>4 No cost</li> <li>5 No cost</li> <li>6 No cost</li> <li>7 No cost</li> </ol>	<ol style="list-style-type: none"> <li>1 No Cost</li> <li>2 Approx. \$100</li> <li>3 \$5,000</li> <li>4 N/A</li> <li>5 N/A</li> <li>6 N/A</li> <li>7 N/A</li> </ol>	<ol style="list-style-type: none"> <li>1 N/A</li> <li>2 Title 1, Part A and D, Revenue Lit, School site budget</li> <li>3 Title 1, Part A and D, Revenue Limit, School site budget</li> <li>4 N/A</li> <li>5 N/A</li> <li>6 N/A</li> <li>7 N/A</li> </ol>
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<p><b>III Extended learning time:</b></p> <p>1 Both Court School sites offer classes year round, and are only closed for 1 week in spring and 2 weeks for winter break. This ensures that students are able to receive instruction without interruption, year round.</p> <p>2 Community Schools and Marchus each offer a summer school schedule.</p> <p>3 All students in each program participate in language arts and math instruction for a minimum of 60 minutes, and in most instances, 90 minutes per day.</p>	<p>1 Court School Staff.</p> <p>2 Instructional staff school year and extended year staff summer school</p> <p>3 All instructional staff</p> <p>Timeline: Ongoing to 2014</p>	<p>1 No additional costs</p> <p>2 No additional costs</p> <p>3 No additional costs</p>	<p>1 N/A</p> <p>2 N/A</p> <p>3 N/A</p>	<p>1 N/A</p> <p>2 N/A</p> <p>3 N/A</p>
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Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved / Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>IV. Increased access to technology:</b></p> <p>1 Classroom computers and computer lab activities will include the following programs to improve Mathematics:</p> <p>a <b>CAHSEE Revolution</b> – software program currently available for CAHSEE preparation</p> <p>b <b>Renaissance Place</b> – student assessment system to determine reading level and gains</p> <p>c <b>Ed1Stop</b> – web portal environment allows us to provide teachers and administrators with digital resources, tools and content.</p> <p>d <b>GED 2002</b> – is a comprehensive software program correlated to print materials, which is available to assist eligible students preparing for the GED</p> <p>e <b>SmartBoards</b>—Allows interaction with virtual educational programs and presentations</p>	<p>1 Principals, teachers and Technical support personnel</p> <p>Timeline: Ongoing to 2014</p>	<p>a Cost of additional licenses</p> <p>b No charge this year</p> <p>c Cost of Licenses</p> <p>d No charge this year</p> <p>e Smartboards and Laptops</p>	<p>a \$30.00 per student license total approx. \$9000</p> <p>b No charge</p> <p>c \$2200</p> <p>d No charge</p> <p>e \$35,000 for all programs</p>	<p>a-e Shared cost between Title 1, D &amp; A and Revenue</p>
<p><b>V. Staff development and professional collaboration aligned with standards-based instructional materials:</b></p> <p>1 Staff will be trained in Direct Instruction</p> <p>2 CAHSEE Revolution and Renaissance Place</p> <p>3 Using data to inform instruction</p> <p>4 Training for the revised math matrix and new supplemental curriculum.</p> <p>5 Training in math interventions and online math resources</p>	<p>1 Directors, Principals Teachers, and Instructional Assistants</p> <p>2 Teachers, Curriculum Specialist and Instructional Assistants</p> <p>3 Director, Principals, Curriculum Specialist Teachers</p> <p>4 Teachers</p> <p>Timeline: Ongoing to 2014</p>	<p>1 Consultant fees and training materials</p> <p>2 Vendor provided training free of charge</p> <p>3 Substitute time and mileage</p> <p>4 Substitute time and mileage</p>	<p>1 No Cost</p> <p>2 No cost</p> <p>3 Approx. \$1000</p> <p>4 Approx. \$1000</p>	<p>1 Professional Development, Revenue limit</p> <p>2-4 Revenue limit</p>

<p><b>VI. Involvement of staff, parents, and community (including notification procedures parent outreach, and interpretation of student assessment results to parents):</b></p> <ol style="list-style-type: none"> <li>1 Outreach efforts for all schools include invitations to parents and other key stakeholders to participate in IEP meetings Back-To-School Nights, Open Houses, and transition meetings.</li> <li>2 Each school sends parents his/her student's individual State assessment results, with an explanation of how to interpret them.</li> <li>3 Report cards and Individual Learning Plans (ILPs) are provided at school functions, and upon request.</li> <li>4 Parent information nights</li> <li>5 Information related to school and parent programs, meetings, and other activities in a form and language that the parent understands, including translated materials and translation services at meetings, if requested.</li> </ol>	<ol style="list-style-type: none"> <li>1 Principals; teachers; parents; students; and other key stakeholders, such as therapists, wrap around coordinators, probation staff, Probation officers and district of residence representatives.</li> <li>2 Principals, School Secretaries</li> <li>3 Principals, teachers, School Secretaries Office Assistants</li> <li>4 Principals, teachers, parents and educators</li> </ol> <p>Timeline: Ongoing to 2014</p>	<ol style="list-style-type: none"> <li>1 No cost</li> <li>2 Duplicating costs, refreshments, and postage</li> <li>3 Postage</li> <li>4 Flyers and cost for parent educators</li> </ol>	<ol style="list-style-type: none"> <li>1 N/A</li> <li>2 \$1000</li> <li>3 \$1000</li> <li>4 \$2500</li> </ol>	<ol style="list-style-type: none"> <li>1 N/A</li> <li>2 Revenue limit, Title 1, Part A &amp; D</li> <li>3 Revenue limit, Title 1, Part A &amp; D</li> <li>4 Revenue limit, Title 1, Part A &amp; D</li> </ol>
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<p><b>VII. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</b></p> <ol style="list-style-type: none"> <li>1 Tutors and assistants work both in the classroom, with students one/one, and collaborate with the homeroom teachers to assist with the development of math skills for the low-level student and English language learners.</li> <li>2 Through the Instructional Support Program model, all special education teachers and assistants work in the classroom, one/one with students, and collaborate with the homeroom teachers to assist with the development of math skills for the low-level learner.</li> <li>3 Transition meetings are routinely held for students exiting long-term placement and community schools to facilitate successful reintegration back to their district of residence.</li> <li>4 Wrap around teams for students in long-term placement and community members are available to assist with the student's successful transition.</li> <li>5 Community members, representing a variety of positions and programs, are routinely invited to speak with students in classrooms, at school functions.</li> </ol>	<ol style="list-style-type: none"> <li>1 Title I tutors, teachers</li> <li>2 ISP Teachers and assistants, homeroom teachers Instructional assistants</li> <li>3 Principals teachers, key stakeholders (therapists, probations officers wrap around specialist, etc.) and district representatives.</li> <li>4 Wrap around specialists, therapists, probation officers, teachers, and other family and community members</li> <li>5 Therapists, probation officer</li> </ol>	<ol style="list-style-type: none"> <li>1 Tutors, salary and benefits</li> <li>2 Teachers and assistant salary and benefits</li> <li>3-5 No Cost</li> </ol>	<ol style="list-style-type: none"> <li>1 \$690,000</li> <li>2 \$450,000</li> <li>3-6 N/A</li> </ol>	<ol style="list-style-type: none"> <li>1-2 Title I, Part A &amp; D Contra Costa SELPA and IDEA Revenue limit,</li> <li>3-5 N/A</li> </ol>
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<p><b>VIII. Monitoring program effectiveness:</b></p> <ol style="list-style-type: none"> <li>1 Review and analysis of STAR and CAHSEE test data, AYP and API reports by all stake holders.</li> <li>2 No ASAM reports this year. In addition to the state mandated student assessments, locally administered student achievement tests are used to drive instruction.</li> <li>3 At court and community schools an Individual Learning Plan is created for each student, which at the very least includes the most recent scores and academic level in reading and math. The ILP is shared with the student, distributed to each homeroom teacher and provided to the student's next school placement upon exiting the program.</li> <li>4 All special education students have an updated IEP, which tracks current levels of performance. Goals and objectives from the IEP are made available to all classroom teachers. IEP progress is reviewed and reported to each report card period.</li> <li>5 Classroom teachers regularly assess students' mastery of standards by examining student work and data, and adjusting teaching strategies as needed.</li> <li>6 School Site Councils at Title I schools evaluate accomplishment of yearly goals from the Single Plan</li> </ol>	<p>1-6 Program director, principals, Teachers and tutors</p> <p>4 office support staff and tutors</p> <p>Timeline: Ongoing to 2014</p>	<p>1 No cost</p> <p>2 No Cost</p> <p>3 Office support staff and tutors who assist with assessment &amp; manage database.</p> <p>4-6 No cost.</p>	<p>1-2 No Cost</p> <p>3 \$200,000</p> <p>4-6 No cost</p>	<p>1 N/A</p> <p>2 N/A</p> <p>3-4 Title I, Part A &amp; D, Revenue limit</p> <p>5-6 N/A</p>
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved / Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>IX. Targeting services and programs to lowest-performing student groups:</b></p> <ol style="list-style-type: none"> <li>1 Services are targeted school-wide to raise students' abilities and scores</li> <li>2 Support staff in each school is utilized extensively to provide additional remediation to those students most in need.</li> <li>3 After-school classes will be expanded in order to work with students who need additional assistance in mathematics to pass the CAHSEE.</li> <li>4 School identified as Program Improved receive Supplemental Educational Services (SES).</li> </ol>	<ol style="list-style-type: none"> <li>1 All instructional staff and Principals – ongoing</li> <li>2 Tutors, instructional assistants and ISP teachers and assistants – ongoing</li> <li>3 Principals and interested teacher and volunteers ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1 No additional cost</li> <li>2 No additional cost</li> <li>3 Teacher stipends and/or additional funds for classroom supplies</li> </ol>	<ol style="list-style-type: none"> <li>1 N/A</li> <li>2 N/A</li> <li>3 \$5000</li> </ol>	<ol style="list-style-type: none"> <li>1-2 No Cost</li> <li>3 Revenue limit and Tier III</li> </ol>
<p><b>X. Any additional services tied to student academic needs:</b></p> <ol style="list-style-type: none"> <li>1 The Volunteers in Probation (VIP) program routinely train and assign volunteers interested in working as instructional assistants and tutors in the classroom. These individuals are used to provide extra help to students who are most in need.</li> </ol>	<ol style="list-style-type: none"> <li>1 Teachers, volunteers - ongoing</li> </ol> <p>Timeline: Ongoing to 2014</p>	<ol style="list-style-type: none"> <li>1 No Cost</li> </ol>	<ol style="list-style-type: none"> <li>1 N/A</li> </ol>	<ol style="list-style-type: none"> <li>1 N/A</li> </ol>



**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 Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved / Timeline
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>1 (Per Sec. 3116 (b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"> <li>a Describe the programs and activities to be developed, implemented, and administered under the sub-grant funds to meet all annual measurable achievement objectives described in Section 3122;</li> <li>b Describe how the LEA will use the sub-grant funds to meet all annual measurable achievement objectives described in Section 3122;</li> <li>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)); Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement 9Section 1111(b)(1);</li> <li>d Describe how the LEA will promote parental and community participation in LEP programs</li> </ul>	<p>1 The Contra Costa County Office of Education does not receive Title III funds,. However, the needs of the English learner students are addressed as follows:</p> <ul style="list-style-type: none"> <li>a English learners receive daily instruction in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Students with severe disabilities are assessed with the Alternate Language Proficiency Instrument for Severely Disabled Pupils (ALPI) Longman-Keystone ELD/Intervention programs were purchased and will be implemented by 2010. Beginning levels were purchased specifically for English Learners.</li> <li>b CELDT Scores and CDE Guidelines are used for EL identification ELD growth is measured by the CELDT. Reading-Language Arts and Math growth is measured by the California Standards test and local assessments. Yearly re-designation of EL students will show growth toward English proficiency.</li> <li>c <b>The school site council will annually review the following:</b> The percentage of students' moving from EL to RFEP. English mastery goals and objectives of IEPs for special education students. ASAM indicators (attendance, reading and math scores from local assessment. California Standards Test results for ELLs. Meetings with principals and relevant staff are held to review status of current EL students and ensure that proper instruction and curriculum and instruction is administered.</li> <li>d Teachers of ELs are certified to teach ELD and SDAIE ELD imbedded curriculum Low student to staff ratio for individualized attention Computerized Language Development Programs Use of SDAIE Strategies in all classrooms Teachers utilize assessments to determine level Reading Intervention for students who are tow or more years behind.</li> </ul>

Required Activities	<p>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:</p> <p>English proficiency; and Academic achievement in the core academic subjects.</p>	<p>Teacher of ELs are certified to teach ELD and SDAIE ELD imbedded curriculum Low student to staff ratio for individualized attention Computerized Language development Programs Use of SDAIE Strategies in all classrooms Teachers utilize assessments to determine level Reading Intervention for students who are tow or more years behind.</p>
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Requirement		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>d Long term effect will result in positive and lasting impact on teacher performance in the classroom</p>	<p>3 Professional Development</p> <p>Staff training in the implementation of the ELD curriculum and interventions.  Ongoing workshops for teachers in Direct Instruction  Meetings and workshops with teachers are used to analyze and review assessment results to guide instruction.  All professional development in literacy strategies includes an EL component. Principals and teacher are trained annually in the California Standards for the Teaching profession, with incorporates serving English Learners.</p>					
Allowable Activities	<p>4 Upgrade program objectives and effective instruction strategies.</p>	<table border="1"> <tr> <td style="text-align: center;"><b>YES</b></td> <td style="text-align: center;"><b>NO</b></td> <td rowspan="2">If yes, describe:  Yearly program goals are reviewed and updated with School Site Council</td> </tr> <tr> <td style="text-align: center;">Yes</td> <td></td> </tr> </table>	<b>YES</b>	<b>NO</b>	If yes, describe:  Yearly program goals are reviewed and updated with School Site Council	Yes	
<b>YES</b>	<b>NO</b>	If yes, describe:  Yearly program goals are reviewed and updated with School Site Council					
Yes							

Description of how the LEA is meeting or plans to meet this requirement

		YES	NO	If yes, describe:
Allowable Activities	5 a Provide – Tutorials and academic or vocational education for LEP students; and intensified instruction	Yes		In addition to regular classroom instruction instructional staff provides individual and small group instruction in English and reading strategies. Computerized enrichment programs are utilized (check Marchus).
	6 b Develop and implement programs that are coordinated with other relevant programs and services		No	
	7 c Improve the English proficiency and academic achievement of LEP children	Yes		In additions to regular classroom instruction, instructional support staff provide individual and small group instruction in English and assistance in understanding subject matter.

Description of how the LEA is meeting or plans to meet this requirement

Allowable Activities		YES	NO	
	<p>8 Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families - 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.</p> <p>9 Improve the instruction of LEP children by providing for – 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</p> <p>10 Other activities consistent with Title III.</p>	<p>Yes</p> <p>Yes</p>	<p>No</p> <p>No</p>	<p>If yes, describe:</p> <p>Court and Community Schools refer interested parents of EL students to their local district family literacy programs.</p> <p>Access to computerized intervention and enrichment programs are used with EL students.</p>

**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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>1 LEA informs the parents of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> <li>a The reasons for the identification of their child as LEP and in need of placement in la language instruction educational program:</li> <li>b The child’s level of English proficiency, how such level what assessed, and the status of the student’s academic achievement;</li> <li>c The method of the 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 an native language in instruction.</li> <li>d How the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>f The specific exit requirements for such program, the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools:</li> <li>g In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ul>	<p>Parent Notices include the following:</p> <p>CELDT scores and language proficiency determination            CDE guidelines for EL determination            Program descriptions: Sheltered English Immersion, SDAIE and Mainstream academic instruction. Program for student is indicated.            Student’s placement on how that placement will help the student meet age appropriate academic achievement standards for grade promotion and graduation            For special education students, IEP goals and objectives for English mastery are developed with parents.</p> <p>Additionally, the CCCOE Board Policy on English Learners is available on the web site and to all parents upon request.</p>

		Description of how the LEA is meeting or plans to meet this requirement
Required Activity	<p>h Information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> <li>i. The right that parents have to have their child immediately removed from such program upon their request; and</li> <li>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</li> <li>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.</li> </ul>	<p>h.</p> <ul style="list-style-type: none"> <li>i. Parent notification includes options for placement</li> <li>ii. Parent notification includes option to decline or select other method of instruction that is available</li> <li>iii. Enrollment and IEP meetings discussions with parents regarding options.</li> </ul>
<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the 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.</p>		<p>Notice sent in 2012 to notify parents that Golden Gate Community School did not meet all of it's annual measurable objectives and therefore were identified for year three of program improvement.</p>

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 N/A	The LEA does not receive Title III
	2	Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	N/A	The LEA does not receive Title III
	3	Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth:	N/A	The LEA does not receive Title III
	4	Identification and acquisition of curricular materials, educational software and technologies to be used in the program carried out with funds.	N/A	The LEA does not receive Title III
	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.	N/A	The LEA does not receive Title III
	6	Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary school in the USA such as programs of introduction to the educational system and civics education:	N/A	The LEA does not receive Title III
	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:	N/A	The LEA does not receive Title III



**Performance Goal 3: *By 2014, 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 , Grants to LEA]*

STRENGTHS	NEEDS
	In order to meet the demands of recruiting, licensing and retaining highly qualified teachers over the next 5 years:
<ul style="list-style-type: none"> <li>● CCCOE will hire only highly qualified teachers. Pre-interns and emergency permit teachers will be hired only after a full and diligent search has been completed and no highly qualified teachers are found available.</li> <li>● Teacher evaluations aligned to the California Standards for the Teaching Profession (CSTP)</li> <li>● Pre-Intern program that provides consistent support from a Teacher on Special Assignment, classes and seminars.</li> <li>● Peer Assistance and Review Program (PAR) that provides support for teachers with unsatisfactory evaluations and for any other teacher that requests assistance.</li> <li>● Professional development in the areas of health and safety, curriculum and instruction, technology and classroom management.</li> <li>● Starting in 2008-09 select teachers who are not NCLB compliant are taking classes through the VPSS program in order to become NCLB compliant.</li> <li>● In 2011-12, all teachers were fully credentialed, and only 7 teachers were still working on becoming highly qualified in every core subject taught.</li> </ul>	<ul style="list-style-type: none"> <li>● Recruit teachers through recruitment fairs State Recruitment Centers, EdJoin, teacher recruitment website, and advertisement in media.</li> <li>● Maintain a file of resumes and applications to ensure that highly qualified teacher can be found.</li> <li>● Provide new teachers appropriate levels of support by ensuring access to the appropriate new teacher support program, as appropriate.               <ul style="list-style-type: none"> <li>- The Solano/North Bay/CCCOE University Intern Program</li> <li>- The Beginning Teacher Support and Assessment (BTSA) Induction Program</li> <li>- The New Assignment Mentor Support (NAMS) Program</li> </ul> </li> <li>● Provide struggling teachers appropriate support by ensuring access to the Peer Assistance and Review (PAR) Program.</li> <li>● Provide ongoing and relevant professional development for all teachers.</li> <li>● Provide appropriate professional development for administrators to enable them to support new teachers and to increase the efficacy of all teachers.</li> </ul>

**Planned Improvements for Professional Development (Title II)**

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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:</p> <p>All teachers receive training in aligning K-12 academic content standards and instruction. New teachers must go through a two-year induction program. Non credentialed teachers enroll in the pre-intern program which provides support and instruction in the content and pedagogy of standards through the beginning teacher support and assessment (BTSA) program. Professional development for all teachers is designed based on student achievement data in the content standards.</p> <ul style="list-style-type: none"> <li>Continually review student assessment data to ensure courses of study and sequences of instruction are both aligned with the state adopted content standards and state mandated assessments.</li> <li>Continue to provide professional development and committee participation in improve academic programs and ensure success on state assessments.</li> <li>Include site administrators in the professional development of teachers that focuses on student academic achievement.</li> </ul>	<p>Staff development committee, WASC focus groups, Programs directors and administrator PAR panel, BTSA mentors.</p> <p>On-going to 2014</p>	<p>Duplicating costs, staff development costs</p>	<p>\$10,000</p>	<p>Revenue limit, Title II, Part A funds and Title I, Part A &amp; D</p>

**Performance Goal 3: *By 2014, 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
<p>2 How the activities will be abased on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>a Student Programs will coordinate with the Educational Services and Technology divisions in order to provide guidance and/or training in research-based activities.</p> <p>b A system of professional development focused on improving student achievement will provide the basis for allocating resources where they are needed the most.</p> <p>c Teacher evaluations are based upon the CSTP and will help hold teachers accountable for the implementation of standards-based instruction and research-based activities that improve student learning.</p>	<p>Staff development committee, Program directors and administrators.</p> <p>Ongoing to 2014</p>	<p>Cost associated with professional development</p>	<p>\$10,000</p>	<p>Title II, Part A and Title I, Part A and D BITSA and PAR Funds</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3 <b>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 strategy to eliminate the achievement gap that separates low-income and minority students from other students:</b></p> <p>a Professional development will improve instructional practices through the use of DI strategies and student behavior management in a manner that will increase student learning.</p> <p>b Effectiveness of activities will be measured by pre and post assessments in reading mathematics and other core subjects as indicated. Individualized targeted instruction will be based on the ongoing assessment.</p> <p>c Teachers evaluations based upon the CSTP will ensure that research-based instructional strategies are being used by all teachers.</p>	<p>Staff development committee, Program directors and administrators.</p>	<p>Duplicating cost, staff development costs</p>	<p>\$5000</p>	<p>Revenue limit, Title II, Part A, Title I, Part A &amp; D, BTSA and PAR</p>
<p>4 <b>How the LEA will coordinate professional development activities authorized under Title II, Part A, Sub part 2 with professional development activities provide through other Federal, State and local programs:</b></p> <p>Professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State standards. Improving the knowledge of teachers and principals concerning instructional practices that are most effective with each of the aforementioned populations will help to ensure that all students demonstrate academic growth. Teachers and principals may be provided staff development through any of the state or federal funds that support program-specific populations as previously listed.</p>	<p>Staff development committees Program directors and administrators.</p>	<p>Duplicating cost, Staff development costs</p>	<p>\$5000</p>	<p>Revenue limit, Title II, Part A, Title I, Part A &amp; D, BTSA and PAR</p>
<p>5. <b>The professional development activities that will made available to teacher and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</b></p> <p>a Staff and professional development will focus on core research-based practices used in the standards-based materials in the strands/subject areas in most need of improvement.</p>	<p>Staff development committee, administrators.</p>	<p>Duplicating cost, Staff development costs</p>	<p>\$5000</p>	<p>Revenue limit, Title II, Part A, Title I, Part A &amp; D, BTSA and PAR</p>

<p>b New teachers and teachers new in their assignment receive support and assistance specific to their needs through BTSA-induction, Intern Program and the New Assignment Mentor Program.</p>	<p>Ongoing to 2014</p>	<p>Stipends for Mentors, conferences</p>	<p>\$1500 per participating teacher for mentors in BTSA</p>	<p>BTSA and Title II Part A funding</p>
<p>c ELL and DI researched-based instruction and strategies</p>	<p>Ongoing to 2014</p>	<p>Duplicating costs</p>	<p>\$750 per participating teacher for mentors in the New Assignment Mentor Program</p>	<p>Revenue limit, Title I Part A&amp;D</p>
<p>d Staff development days will focus on practicing core research-based materials in the strand/subject matter areas of most needed improvement.</p>	<p>Ongoing to 2014</p>	<p>Teacher pay for substitute coverage to attend professional development trainings</p>	<p>C-D \$20000 for professional development trainings</p>	<p>Revenue limit</p>
<p>e Principals' professional development will include supervision of standards-based instruction and addressing the diverse needs of students, particularly students in the lowest performing groups.</p>	<p>Ongoing to 2014</p>	<p>Cost of professional development for administrators</p>	<p>\$5,000</p>	<p></p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6 <b>How the LEA will integrate funds under this subpart with funds received under Part D that are used for professional development to train teacher to integrate technology into curricula and instruction to improve teacher, learning and technology literacy:</b></p> <p>a Ongoing professional development to train teachers to integrate technology into the curriculum</p> <p>b Ed1Stop licenses provided to all teachers for use in the classroom to integrate technology into the curriculum</p>	<p>a-b Teachers, students, administrators</p>	<p>Staff development cost and purchase of Ed1Stop licenses</p>	<p>\$10000</p>	<p>Regular program budget and Title II Part D</p>
<p>7 <b>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 use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</b></p> <p>a Ongoing professional development to train teachers to integrate technology into the curriculum</p> <p>b CAHSEE Revolution program used in all Court and Community School classrooms</p>	<p>a-b Teachers, instructional assistants, students, administrators</p>	<p>Staff development costs and costs of CAHSEE revolution licenses.</p>	<p>\$700 Title II Part D</p>	<p>Regular program budget and Title II Part D</p>
<p>8. <b>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:</b></p> <p>a Staff is surveyed for input in professional development activities.</p> <p>b In-service and training includes an evaluation that is reviewed by an administrator.</p> <p>c Each site develops and implements professional development activities.</p> <p>d The Curriculum &amp; Instruction Division collaborates with other student-based departments within CCCOE to provide leadership in research-based instructional practices. All departments of CCCOE are notified and invited to attend professional development activities sponsored by C &amp; I.</p>	<p>Consultant, Program directors and administrators</p>	<p>Staff development costs</p>	<p>\$10000</p>	<p>Regular program budget and Title II Part D, Title 1 Part A&amp;D</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9 <b>How the LEA will provide training to enable teacher to:</b></p> <p>a <b>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</b></p> <p>b <b>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</b></p> <p>c <b>Involve parents in their child's education; and</b></p> <p>d <b>Understand and use data and assessments to improve classroom practice and student learning.</b></p> <p>a SELPA trainings, access other county office trainings that offer English learner strategies (San Joaquin COE, Alameda COE), SELPA provides on-going training in drafting and implementing IEP behavior goals.</p> <p>b Research-based practices in effective classroom management are integrated in professional development days. Also, staff may attend workshops during the year that provide violence prevention and student behavior management techniques. (CSTP 2). Ongoing training includes classroom behavior management to reduce in school and out of school suspensions, particularly the Community schools.</p> <p>c SELPA trainings regarding working with parents and parent involvement at the IEP; various trainings offered by the CDE and other county offices</p> <p>d Professional development days include a focus on the use of data and assessments to improve instruction and learning. This process includes the use of formative assessments such as writing rubrics and summative assessments, including individual results of the CAHSEE. Site staff meetings regularly include data assessment and understanding test scores.</p>	<p>Consultant, SELPA staff, teachers, and administrators.</p> <p>Ongoing - 2014</p>	<p>a-c Cost of trainings, mileage and substitutes</p> <p>d Cost of trainings, mileages and substitutes</p>	<p>a-c \$20,000</p> <p>d \$5000</p>	<p>a-c Regular school budget and Title I Part A&amp;D</p> <p>d Regular school budget and Title I Part A&amp;D</p>
<p>10 <b>How the LEA will use funds under the subpart to meet the requirements of Section 1119:</b></p> <p>PAR Funding has been placed on Tier III unrestricted for categorical funding from 2010-2013. However teachers who have an IP are referred</p>				

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

NOTE: The Contra Costa County Office of Education receives no funds under this part. Therefore this section does not apply and has been removed.

**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>Contra Costa County Office of Education alternative schools are all WASC accredited. The courses offered in these schools help prepare students to meet high school graduation requirements, and credits earned are fully transferable to districts when students transition. Additionally there are ongoing academic assessments in place to determine students' areas of strength and those, which require remediation. The teacher/student ratio is significantly lower than in a traditional high school, and the programs are extremely flexible and able to make appropriate modifications for individual students, as needed. Specific targeted assistance is provided to older students who are close to meeting graduation requirements so that they may exit with a diploma. Others who are significantly deficient in credits are provided the opportunity to study for the GED. Both Court Schools are accredited GED Testing Centers. Additionally, there is a major focus on the skills required to pass the CA High School Exit Exam, and instruction is provided to enhance students required skills. Special education students (emotionally disturbed) who attend CCCOE classes located at district sites receive course credits that enable them to pass the CAHSEE and obtain a district high school diploma.</p>	<p>There are approximately 4000 students served each year in the CCCOE Court and Community Schools and the Marchus School. Of these, the vast majority are high school students.</p>	<p>Associate Superintendent, Directors, Principals, Teachers, Tutors and Instructional Assistants – ongoing</p>	<p>1 Students earn transferable credits while enrolled;</p> <p>2 Students pass the Language Arts and/or the Math sections of the CAHSEE, or both;</p> <p>3 Students receive a high school diploma;</p> <p>4 Students receive a GED</p>	<p>School budget, Title I, Part A&amp;D, IDEA, Tier III funds</p>
	<p>Math Intervention kits, that are aligned with the State standards, have been purchased and are used as supplemental materials to prepare students to pass the CAHSEE. Teachers are trained in use of these kits and in analyzing CAHSEE scores to guide instruction.</p>			<p>Principals, teachers, coordinators for CCCOE Educational Services provide training</p>	

5.2 (Dropouts)	<p>a CCCOE provides educational alternatives for students whose educational needs and/or learning styles have not been addressed in their districts. CCCOE offers:</p> <ul style="list-style-type: none"> <li>● special education services</li> <li>● court schools</li> <li>● community schools for expelled and probation-referred students</li> <li>● independent study</li> </ul> <p>b All special education students receive transition planning as part of their IEP,</p> <p>c Collaboration with school districts in Contra Costa County to address drop-out issues and maintenance of County-Wide Plan for Expelled Students</p> <p>d GED Program</p> <p>e All classroom curriculum and instruction is aligned with content standards with a focus on the standards that are addressed in CAHSEE</p>	<p>All CCCOE students</p> <p>CCCOE students receiving special education services</p> <p>All Contra Costa County Students</p> <p>All CCCOE students</p> <p>All CCCOE students in Court &amp; Community Schools</p>	<p>Principals, teachers, social workers, psychologists, program administrators</p> <p>Principals, teachers social workers psychologists, program administrators</p> <p>District administrators, CCCOE program administrators</p> <p>Teachers, principals</p> <p>Teachers principals, curriculum specialists, program administrators</p> <p>Ongoing - 2014</p>	<p>Track drop out rates annually</p> <p>Graph and analyze CAHSEE passage biannually</p> <p>GED passage rate</p>	<p>Regular program budget IDEA</p> <p>IDEA</p> <p>No cost</p> <p>Regular program budget</p> <p>Regular program budget</p>
5.3 (Advanced Placement)	<p>CCCOE students who qualify may take community college courses. Special education students (emotionally disturbed) who attend CCCOE classes located at district sites may attend the district Advanced Placement courses as part of their mainstreaming into general education classes provided they qualify.</p>	N/A	N/A	N/A	N/A

## Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions 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.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Free and reduced meal eligibility is used to determine poverty rates for schools. The number of students who are eligible for free and reduced meals is collected from all schools. The total number of students eligible for free/reduced is divided by the enrollment number as reported on the California Basic Educational Data System (CBEDS). This number is the percentage of students considered low-income at each school.

The Local Education Agency (LEA) must serve, in rank order of poverty, all schools above 75% poverty first.

Next, the rest of the schools are ranked in order of percentage of students who are low-income (i.e., poverty rate). The overall poverty rate for Contra Costa COE in the 2011-12 school year is 50.1%, therefore any school with a poverty rate over 50% is allocated Title I, Part A funds. Three schools will receive Title I Part A funds this year: two schools have poverty rates above the level, and one school that has a poverty rate below that level will receive funds this year under the grandfather provision.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

The California Standards Tests and High School Exit Exam scores are reviewed and analyzed by administrators and teachers. Students performing below proficient in math and English-language arts are provided services such as pullout from the Title I Tutor and individualized instruction. Additionally, local assessments and classroom performance are used regularly by teachers to modify instruction and target students.

Progress on IEP goals for special education students is reported four times a year to parents and to each principal. Teachers consult with principals and parents to adjust goals if needed.

## Additional Mandatory Title I Descriptions

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where 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.

There are three schools currently receiving Title I, Part A funds: Golden Gate Community Schools, Far East County Special Education Programs and the Marchus Counseling and Education Program. All schools operate a school wide Title I Program (Section 1114 of Title I, Part A of NCLB).

The Community Schools are alternative education programs serving the educational needs of students who are generally referred by local school districts. All courses taken and credits earned are transferable to the student's home district. The school's main purpose is to prepare the students to return to their home districts.

Title I funds for court and community schools provide instructional support assistance in the classroom and one-to-one tutoring and assessment from Title I Tutors. The tutor assists in classrooms as needed and administers the California English language development test (CELDT) to possible English learners and provides additional assistance to English learners, as needed. The tutor also assists in preparing students to pass the California High School Exit Exam (CAHSEE).

Title I funds are also used in community schools to purchase supplemental instructional supplies and computer programs to assist students in reading writing and math. Golden Gate Community School will also use Title I, Part A funds to provide academic and behavioral counseling to students.

The Far East County special education program serves severely handicapped students from districts throughout Contra Costa County. These programs provide a full range of services designed to meet the needs of severely handicapped students from infant to 22. Programs emphasize integration of students with age-appropriate peers, placement in the least restrictive environment, comprehensive curriculum for severely handicapped and programs to support transition.

The Marchus Counseling and Education Program serve students with emotional disabilities from districts throughout Contra Costa County. The program provides a full range of services designed to meet the needs of emotionally disturbed students with an emphasis on counseling. Students in the Marchus program participate in a standards based academic program and earn credits towards graduation.

Title I funds are used as these schools to provide additional community based instruction. Title I funds will also be used to purchase supplemental instructional materials and additional computers and computer programs that enable severely disabled students to access standard-aligned curriculum. Funds are also used to provide professional development for teachers in utilizing a standardized-based curriculum designed specifically for this population.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

The Contra Cost COE provides ongoing trainings to teachers in analyzing assessment results, such as the High School Exit Exam and the California Standards Test, to guide instruction. This includes training in analyses of individual student scores, as well as school wide results, to determine areas to target for each student particularly in the areas of math and English/language arts. Beginning in the 2009-10 school year, all teachers in Court and Community Schools have participated in training in the use of Direct Instruction (DI) strategies in the classroom. Additionally, the court and community school programs and Marchus School have recently adopted a new English/language arts curriculum which is standards/based and addresses deficiencies in English/language arts achievement.

Furthermore, teacher mentoring and assistance through the Beginning Teacher Support and Assessment (BTSA) and other mentor programs are fully utilized and encouraged at each school site.

**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 America (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Students with disabilities are served at birth in the Early Start program to age three. Early Start educators assist the family in developing an Individual Family Service Plan (IFSP) to address the child's needs and priorities. Service is provided in a variety of ways, which may include classroom activities; individual home based instruction, playgroups and family activities. From there they are served in the Intensive Preschool program, which serves students in one of the several special day classes throughout the county. Opportunities for integration with age-appropriate peers are a focus of the program as are home visits and continual parent communication and parent education. From preschool students are transitioned to the school-age special day classes. Whenever a local school district has a more appropriate program, the student is transitioned into that program through the IEP team meeting.

The teaching staff serves all English learners (EL) in CCCOE programs. In order to increase EL program effectiveness, administrators and site coordinators from all CCCOE student programs meet regularly for EL program planning, which includes CELDT testing, reclassification procedures, EL standards and successful instructional practices. The County Office CELDT Coordinator provides training for the tutors regarding testing protocols. Designated staff from the Court & Community School participated in the training provided by Fresno County Office of Education regarding best practices related to English Learner instruction. This information was disseminated to all staff during their teacher collaborative meetings.

Special education services at court and community schools are provided by instructional support specialists who meet regularly with a program administrator. They develop the instructional program for all special education students at court and community schools and are provided with regular trainings and updates in special education requirements as well as instruction and curriculum.

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## **HOMELESS:**

1. In accordance with the McKinney-Vento Homeless Assistance Act (42 USC 11431-11435), the LEA ensures homeless students have equal access to all educational programs and are provided with services comparable to those offered to other students. Such services include:
  - a. Transportation;
  - b. Educational services for which the child or youth meets the eligibility criteria, such as educational programs for children with disabilities, and educational programs for students with limited English proficiency;
  - c. Programs in vocational and technical education;
  - d. Programs for gifted and talented students;
  - e. School nutrition programs
  
2. The LEA has a designated staff person as the Homeless Youth Liaison, who coordinates with state, community, and school personnel to ensure:
  - a. Homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies;
  - b. Homeless children and youth enroll in, and have full and equal opportunity to succeed in LEA schools;
  - c. Homeless children and youth receive educational services for which such youth are eligible including preschool programs administered by the LEA and referrals to health, dental mental health, and other appropriate services;
  - d. The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided opportunities to participate in the education of their children;
  - e. Public notice of the educational rights of homeless children and youths is disseminated where such children and youth receive services, such as schools, family shelters and soup kitchens;
  - f. Enrollment disputes are mediated;
  - g. The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school that is selected.

## **FOSTER YOUTH:**

1. In accordance with the AB490 Educational Rights and Stability Act (Education Code 48850-48859), the LEA:
  - a. Recognizes and supports the right of foster youth to continue attending their school of origin if his or her placement changes.
  - b. Ensures foster youth have access to the same academic resources, services and extracurricular activities that are available to all students.
  
2. The LEA has a designated staff person as a Foster Youth Liaison to ensure:
  - a. The prompt enrollment, placement and transfer of foster youth, based on the students' need and best interest.
  - b. All appropriate staff, including, but not limited to, each principal, receives training regarding the enrollment, placement, and rights of foster youth.
  - c. Foster youth are provided with full access to the educational programs and other support services necessary to assist them in achieving state and district academic standards.

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## 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*

*Appendix F: NCLB Legislation, Sections 1111 through 1120*



## 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 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 provision 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<sup>th</sup> and 8<sup>th</sup> 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% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State and local sources.
14. Provide technical assistance and support to school-wide 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 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 111 (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.
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 and teachers, administrators, and other staff; and a policy to ensure equivalence among schools in 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 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, provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of 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 students 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 of 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 of 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 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 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 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; and
  - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
  - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect of 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.
  - 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 educational-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 the 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 base 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 4237.

## 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 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.
  - Preventions activities that are designed to create and maintain safe, disciplined, and drug-free environments.
  - A crisis management plan for responding to violent and 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 student on a case-by-case basis.
52. The LEA has provided, in the allocation of funds for the assistance authorized by this part 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 finished, 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 fluency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary school 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. (Section 9532, General Provisions, Title IX, PL 107-110).

**Other**

58. The LEA assures that a minimum of 95% 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**

Joseph A. Ovick, Ed.D., Superintendent of Schools  
Print Name of Superintendent

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date