

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

mail original and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Educational Agency (LEA): Kern County Superintendent of Schools Office

County/District Code: 15 10157

Dates of Plan Duration 2010-2011 to 2012-2013

Date of Local Governing Board Approval: June 14, 2011

District Superintendent: Christine Lizardi Frazier

Address: 1300 17th Street

City: Bakersfield Zip code: 93301-4533

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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.

Christine Lizardi Frazier

Printed or typed name of Superintendent Date Signature of Superintendent

Ron Froelich

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	223,881	1,005,096	1,055,213	86%
Title I, Part B, Even Start	-	-	-	-
Title I, Part C, Migrant Education	632,418	8,226,849	6,795,799	77%
Title I, Part D, Neglected/Delinquent	659,131	918,172	1,442,941	91%
Title II Part A, Subpart 2, Improving Teacher Quality	0	54,723	47,609	87%
Title II, Part D, Enhancing Education Through Technology	4,454	2,499	6,566	94%
Title III, Limited English Proficient	-	-	-	-
Title III, Immigrants	-	-	-	-
Title IV, Part A, Safe and Drug-free Schools and Communities	-	-	-	-
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education	-	-	-	-
Career Technical Education	-	-	-	-
McKinney-Vento Homeless Education	-	-	-	-
IDEA, Special Education	0	80,493	76,184	95%
21 st Century Community Learning Centers	-	-	-	-

Other (describe) Title I, Part A Basic, ARRA	82,071	221,972	287,104	94%
Title I, Part D, ARRA	535,970	0	506,110	94%
Title II, Part D EETT, ARRA	0	62,467	58,986	94%
WIA (Jobs Plus)		161,843	152,826	94%
TOTAL	2,137,925	10,734,114	10,429,338	*97%

*Does not include carryover

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	-	-	-	-
EIA – Limited English Proficient	0	86,095	74,903	87%
State Migrant Education				
School and Library Improvement Block Grant	0	Unrestricted	-	-
Child Development Programs	-	-	-	-
Educational Equity	-	-	-	-
Gifted and Talented Education	-	-	-	-
Tobacco Use Prevention Education – (Prop. 99)	-	-	-	-
High Priority Schools Grant Program (HPSG)	-	-	-	-
School Safety and Violence Prevention Act (AB 1113)	-	Unrestricted	-	-
Tenth Grade Counseling	-	-	-	-
Healthy Start	-	-	-	-
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	-	-	-	-
Other (describe)				
Charter School Block Grant		437,600	411,344	94%
TOTAL		523,695	486,247	93%

District Profile

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

Mission of Kern County Superintendent of Schools

As advocates for children, we provide leadership, education and support for students, school districts and the community through programs, services and fiscal accountability.

Alternative Education (AE) Department

The Alternative Education Department serves K-12 students enrolled in Juvenile Court and Community School programs. The combined 2009-2010 CBEDS enrollment was 2,032; however, over 8,500 students were served annually. Juvenile Court School serves adjudicated, incarcerated or neglected students from all over the county. A majority of the students are incarcerated in juvenile hall pending disposition or are committed to residential treatment programs. In 2009-2010, the average length of stay in court school was two months. Smaller proportions are served in day centers during their furlough and are case managed on site by probation and mental health employees. The 2010 growth API for Juvenile Court School cannot be determined due to the fact that there were only two valid test scores. Due to the transient nature of students in the Juvenile Court School program, the number of valid test scores has been historically low. The Court School program is frozen in Year 2 of Program Improvement in 2009-2010. Due to the ranking exemption, Court School no longer accepts Title One, Part A funds; and therefore, is no longer in Program Improvement.

Community Schools serve as an educational alternative for students for school districts in the county; and, as such, there are eleven programs, geographically located, to serve the needs of all Kern County districts, their students, and their families. Community School students are 1) probation referred or on parole, 2) expelled, 3) referred by the district with the approval of the parent, or 4) homeless. The average length of stay for Community School students in 2009-2010 was four months. Most programs operated by the Alternative Education Department operate year-round and are open-entry, open-exit which serves to provide continuous educational alternatives to any student during the year. The department collaborates with many other county agencies such as mental health, human services and probation to meet the needs of students. All schools are WASC accredited and provide a standards-based curriculum with an individualized learning plan for every student. The 2010 growth Annual Performance Index (API) for Community School was 577 which represented a growth of 108 from the 2009 base. Only 3 percent of the 5,666 students enrolled during the school year were included in the 2010 growth. Currently, the Community School program is in Year 5 of Program Improvement. Although we positively impact students everyday, the enrollment trends make it difficult to track and demonstrate meaningful growth over time. This is clearly a challenge for our programs, administration and staff; however, we continue to work diligently to meet the unique needs of the students.

The mission of the Alternative Education Program is to support the educational, social, and emotional needs for all its students and community members. We strive to empower our students to reclaim responsibility and become an active participant in their educational experience.

Special Education (SE)

The Special Education Department provides instructional services for K-12 students who generally function at a cognitive level much lower than their chronological age. It may be important to note that this department serves children throughout the entire county and enrollment was 538 on CBEDS day. Currently, there are 85 classrooms situated on 35 different school sites. The severely disabled, medically fragile, emotionally disturbed, learning handicapped and students with intellectual disabilities in the KCSOS special education department receive educational services based upon the goals in their Individual Education Plans and their behavior issues. The 2010 growth API for Special Education was 573, which represents a growth of 18 from the 2009 base. It is also important to note that contributing to the overall growth from 2009 is the fact that all four subgroups for Special Education increased their API.

Valley Oaks Charter School (VOCS)

Valley Oaks Charter School serves a K-12 home school population of students whose academic needs and abilities vary greatly and whose instruction is based upon specific levels of ability, grade-level curriculum and parent preference. Based upon 2009-2010 CBEDS data, enrollment for Valley Oaks Charter School was 1,016. Their 2010 growth API was 749, an increase of 13 points over the 2009 base. For the 2009-2010 school year, the White subgroup met their API growth target, with an increase in 21 points while Hispanic subgroup did not, with a loss of 47 points. These were the only two numerically significant subgroups for VOCS.

The mission of Valley Oaks Charter School is to support parents seeking assistance and accountability in their homeschooling endeavors. To provide high quality learning experiences, parents working in partnership with credentialed teachers will access the vast and diverse resources of the school and community including the museums of Kern County.

Summary of County Office student population characteristics

The Kern County Superintendent of Schools Office (KCSOS) was placed in Program Improvement (PI), Year 3 based on failure to meet Graduation Rate for the past two years. Since the County-wide Graduation Rate is applied to county offices, the LEA was assigned Program Improvement due to external factors outside of their control and not due to the failure of the prior LEA Plan. Subsequently, the LEA has been assigned corrective action option six: "Institute and fully implement a new curriculum, that is based on state academic content and achievement standards, including providing appropriate professional development for all relevant staff that offers substantial promise of improving educational achievement for high-priority pupils." To date, the adoption of new curriculum and subsequent staff development is in the process of being fully implemented.

As with most other county offices, KCSOS provides educational services for the most severely disabled, at-risk and academically-challenged children in Kern County. These students require the most creative and innovative of instructional programs. In addition to the student population that KCSOS serves, it also must address the geographic challenges of serving students from, not only

urban areas within Kern County, but also small, rural sections of a county that encompasses 8,170 sq. miles. Many of the Community School students have their educational needs met through independent study due to these geographical challenges. Therefore, small-group and explicit classroom instruction and intervention programs are minimally utilized in the more rural school sites due to the lack of daily transportation to and from the closest sites which may be 60 miles or more from the student's residence. Also, due to the open-entry/open-exit nature of the Court and Community School programs, which is required to meet the needs of referring agencies, students are generally placed into mixed-grade level classrooms based upon availability. Additionally, the English Learner population comprises almost 11 percent of the student population, including the outlying sites. As such, it is a challenge to provide targeted ELD instruction to such a dispersed population that is so very transitory.

The prior LEA Plan addressed many of the needs of the KCSOS students. In particular, it focused on literacy and mathematics intervention strategies and curriculum. However, the implementation and monitoring of a number of specific goals reflects the need for continued progress. In addition, in reviewing programmatic issues, it became evident that some of the intervention strategies and curriculum were not uniformly and strategically implemented at all sites.

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

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

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

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

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

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

Local assessments:

The Alternative Education Department uses a variety of formative and summative local assessment tools to provide information to help teachers tailor instruction, monitor growth, and improve students' overall math and reading performance. Specific assessments used include the STAR Renaissance program, Wide Range Achievement Test (WRAT), San Diego Quick, *Highpoint* Diagnostic Test, *Edge* and *Inside* Placement Tests, CAHSEE *Measuring Up* E-Path diagnostic, informal reading inventories, teacher-generated assessments, quizzes and chapter/unit tests.

Special Education utilizes the Brigance Inventories Assessment to determine each student's developmental readiness as compared to his or her respective age group. Other assessment tools used are the Kaufman Test of Educational Achievement, Special Education Support Program (SESP), teacher-generated assessments and student portfolios.

Valley Oaks Charter School uses a variety of assessments based upon student grade levels. For high school students, the STAR Renaissance assessment program is also used as part of their enrollment process. Additionally, custom designed writing assessments, teacher-generated tests, and curriculum embedded assessments are administered. In the elementary program, Lindamood-Bell Programs, benchmarks, chapter assessments, and informal reading inventories are given.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Annual Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a.) The County Office has reviewed and purchased the following texts for core and intervention level K-8 SBE adopted and 9-12 standards-aligned curriculum for all ELA learning environments:</p> <ul style="list-style-type: none"> • Pearson <i>Language Arts</i> (Core/K-6) • Holt <i>Literature and Language Arts</i> (Core/7-12); Holt grades 7-8 has been distributed to all school sites. Holt grades 9-12 will be ordered by August of 2011 and be fully implemented after training takes place in the fall. • <i>Measuring Up</i> (ELA CAHSEE) • <i>Inside</i> (Intervention/ELD/4-8) for use with those students needing strategic or intensive intervention. <i>Inside</i> has been purchased and distributed. • <i>Edge</i> (Intervention/ELD/9-12) for use with those students needing strategic or intensive intervention. <i>Edge</i> has been purchased and distributed. <p>Previously (2001 or later) state-adopted materials that are still in use:</p> <ul style="list-style-type: none"> • <i>Open Court</i> K-8 • McDougal Littell <i>Language of Literature</i> 7-12 • HM <i>Language Arts</i> K-8 	<p style="text-align: center;">2010-2011</p> <p>Directors, Professional Development Team (PDT), teachers on special assignment</p> <p><i>Pearson Language Arts</i> fully will be fully implemented Fall 2011.</p> <p><i>Holt 7-8</i> will be fully implemented by Fall 2011.</p> <p><i>Measuring Up</i> fully implemented by Fall 2010.</p> <p><i>Inside</i> will be fully implemented by Fall 2011.</p> <p><i>Edge</i> will be fully implemented by Fall 2011.</p>	<p>Cost of instructional materials</p>	<p>\$342,000</p>	<p>Title I, A Title I, D (ARRA) Lottery Spec. Ed. IDEA) Revenue Limit</p>
<p>b.) The Course of Study will continue to be updated and revised with newly adopted ELA curriculum. It will continue to be reviewed annually to make necessary revisions.</p>	<p style="text-align: center;">Fall 2010, 2011, 2012</p> <p>Directors, teachers on special assignment</p>	<p>Salary and benefits</p>	<p>\$220,000</p>	<p>Title I, Part D BTSA</p>

<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a.) Teachers will use the adopted core and intervention ELA curriculum with fidelity. Principals will review lesson plans monthly and conduct walk throughs on a weekly basis to ensure the use of adopted curriculum.</p>	<p>Ongoing Directors, principals, teachers</p>	<p>No extra costs</p>		
<p>b.) Teachers will post standards-based learning objectives daily and the posted standard/objective will match instruction.</p>	<p>Daily Principals, teachers</p>	<p>No extra costs</p>		
<p>c.) The County Office will continue to provide support for teachers in implementing instruction and collaborate with teachers in developing strategies utilizing the standards-aligned materials for improving student achievement in ELA.</p>	<p>Ongoing PDT, BTSA Support Provider, directors, principals, vice-principals and program specialists</p>	<p>Salaries and benefits</p>	<p>\$225,000</p>	<p>Title 1, Part A and D, BTSA, IDEA, Title II, Part A</p>
<p>d.) Teachers will examine student work and assessment results and monitor student mastery of the content to make informed instructional decisions daily. Teachers will share this information at monthly collaboration meetings. Principals will request agendas and minutes from collaboration meetings for monitoring purposes.</p>	<p>Daily, Monthly Principals, teachers, and instructional aides</p>	<p>No extra costs</p>		
<p>e.) Continue use of standards-based writing rubrics to evaluate student writing. Students will be monitored by their teachers during the different stages of the writing process.</p>	<p>Ongoing Teachers, instructional aides</p>	<p>No extra costs</p>		
<p>f.) The County Office will continue to expand systematic CAHSEE preparation and intervention program-wide utilizing state-adopted materials. In addition, all teachers will be trained on E-Path for <i>Measuring Up</i> curriculum.</p> <ul style="list-style-type: none"> • The Focused Instructional Strategy Team (FIST) consists of 18 teachers who have been selected for their expertise of different teaching strategies will be trained on E-Path • FIST will then train all ELA teachers <p>Once all teachers have completed initial training, new teachers will receive training within three months of hiring.</p>	<p>June 2011-ongoing AE & VOCS Directors, CAHSEE Leadership Team, FIST, intervention and general education teachers, tutors</p>	<p>Salary and benefits for intervention teachers, extra duty pay for tutors</p>	<p>\$295,000</p>	<p>Title I, Part D Title I, A and D (ARRA) Title II Revenue Limit</p>

<p>g.) Teachers will continue to use research-based strategies Thinking Maps (TM), and Fab Vocab! (FV) to assist students in comprehending ELA curriculum.</p> <ul style="list-style-type: none"> • Teachers will be evaluated on the use of these research- based strategies during weekly walk throughs and informal and formal observations. • Teachers will provide lesson plans displaying the use of research based strategies. Principals will review lesson plans on a monthly basis. • Teachers will use these research-based strategies as an additional assessment tool. 	<p>Ongoing Principals, Fab Vocab! and Thinking Maps Leadership Teams, teachers</p>	<p>No extra costs</p>		
<p>3. Extended learning time:</p> <p>a.) Court and Community Schools will continue to operate year round allowing students the option for additional intervention opportunities. Special Education will continue to offer an Extended School Year (ESY). Valley Oaks will continue to offer summer school CAHSEE tutorials.</p>	<p>Open Entry – Open Exit Teachers, principals, paraprofessionals, instructional aides</p>	<p>No extra costs</p>		
<p>b.) ELA intervention classes will continue to be offered for those students identified as strategic or intensive; double periods of ELA will be offered at some school sites.</p>	<p>Ongoing Principals, ELA teachers</p>	<p>No extra costs</p>		
<p>c.) Supplemental Education Services (SES) - Low income students will continue to be offered free classes or tutoring services outside of the regular school day to improve student achievement as required by federal guidelines.</p>	<p>Ongoing AE Director, transition counselors, SES approved educational providers</p>	<p>Tutoring providers</p>	<p>\$132,483</p>	<p>Title I, Part A</p>
<p>4. Increased access to technology:</p> <p>a.) As part of the program-wide purchase of the new English language arts program, ancillary materials such as software tutorials (Core: <i>Pearson</i> and <i>Holt</i>) (Intervention: <i>Inside</i> and <i>Edge</i>) (CAHSEE Measuring Up) are available for student use in classrooms, libraries and teacher offices.</p>	<p>Implement Fall 2011 Technology staff, teachers, instructional aides</p>	<p>Software included in textbook purchase price</p>	<p>See #1a (page 10)</p>	<p>Title I, A Title I, D (ARRA) Lottery Spec. Ed (IDEA) Revenue Limit</p>

<p>b.) New version of computer-based STAR Renaissance assessment program purchased will continue to be implemented program-wide. This assessment program will provide pre-post test scores to show growth.</p>	<p>Spring 2011 AE directors, principal in charge of technology</p>	<p>Purchase of license</p>	<p>\$12,000</p>	<p>Title I, Part A</p>
<p>c.) SMART Technology will continue to be purchased (SMART boards, SMART Senteos and SMART AirLiners) for formative and summative assessment opportunities.</p>	<p>2010-2013 Directors, principal in charge of technology, teachers</p>	<p>Purchase of SMART technology</p>	<p>\$10,000</p>	<p>EETT, IDEA</p>
<p>d.) We will continue to offer classroom computers and/or computer labs at all school sites to allow students to access information from various sources as part of lessons or research projects. An annual needs assessment will be done by the principal of technology to see what upgrades or new technology needs to be purchased.</p>	<p>Ongoing Directors, principals, teachers, technology staff</p>	<p>Purchase and/or repair of computers</p>	<p>\$205,000</p>	<p>Revenue limit, IDEA, ARRA, EETT</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a.) Training for Principals and ELA teachers will take place beginning in the 2010-2011 school year for new K-8 SBE adopted and 9-12 standards-aligned curriculum for the following:</p> <ul style="list-style-type: none"> • <i>Inside</i> (No cost) (0% of teachers have been trained) • <i>Edge</i> (No cost) (0% of teachers have been trained) • <i>Pearson Language Arts</i> (Core K-6)(83% of the elementary teachers have completed training) • <i>Holt Literature and Language Arts</i> (Core 7-12) • <i>Measuring Up</i> (No cost) (0% of teachers have been trained) <p>New teachers will be trained on appropriate curriculum within three months of hiring.</p>	<p>2011-2012 Directors, principals, ELA teachers</p> <p><i>Inside</i> training will take place by Fall 2011</p> <p><i>Edge</i> training is scheduled for August 2011</p> <p><i>Pearson Language Arts</i> training will be completed by Fall 2011</p> <p><i>Holt</i> training will begin in Fall 2011</p> <p><i>Measuring Up</i> training is scheduled for June 2011</p>	<p>Training materials and fees, substitute coverage</p>	<p>\$2,000(Pearson) \$5,000 (Holt)</p>	<p>Title I, Part A IDEA</p>

<p>b.) The school sites will allow for grade level/departmental collaboration and planning on a monthly basis. Special education teachers will participate along with ELA teachers. Principals will request agendas and minutes from collaboration meetings for monitoring purposes.</p>	<p>Monthly Principals, teachers</p>	<p>Substitute coverage</p>	<p>\$9,200</p>	<p>Title I, Part A</p>
<p>c.) The County Office will continue to select one to two learning strategies to implement annually during Staff Development and other professional development opportunities throughout the year. The following research based strategies have been selected and will continue to be offered for English language arts teachers:</p> <ul style="list-style-type: none"> • Fab Vocab! • Thinking Maps • EDI • RtI² <p>To ensure the implementation of selected research-based strategies, principals will review lesson plans monthly and conduct walk throughs on a weekly basis.</p>	<p>2010-ongoing AE PDT, principals, teachers</p> <p>Staff was trained in Fab Vocab! Fall 2010</p> <p>Training in Thinking Maps will continue as new teachers are hired</p> <p>EDI training will take place August 2011</p> <p>RTI2 training began in Fall 2010 and will continue in the 2011-2012 school year</p>	<p>Training materials, registration fees, substitute coverage</p>	<p>\$11,700</p>	<p>Title II, Title 1, Part A</p>
<p>d.) The PDT will continue to provide training and follow-up support to ELA and Special Education teachers in support of the standards-based programs to deliver specialized instruction to students with disabilities through observations, modeling lessons and assisting with lesson plans. The PDT may also bring in experts to help further support teachers.</p> <p>New teachers will be trained within three months of hiring.</p>	<p>Summer 2010, 2011, 2012 Directors, principals, PDT, teachers</p>	<p>Salary and benefits</p>	<p>See 2a (page 11)</p>	
<p>e.) The County Office will continue to provide training for PDT/FIST leadership team members focusing on effective teaching strategies and providing lessons with rigor. The leadership team members work with their school staff to create lessons requiring higher levels of Bloom's Taxonomy.</p>	<p>Ongoing AE Directors, principals, PDT, FIST</p>	<p>Training materials and cost, substitute coverage for FIST members</p>	<p>\$5,000</p>	<p>Title I, Part A</p>
<p>f.) Identified teachers will continue to participate in BTSA. The BTSA support provider meets with participating teachers on a weekly basis to go over CFASST Modules.</p>	<p>Fall 2010-ongoing Principals, teachers, BTSA support providers, participating teachers</p>	<p>Portion of salary and benefits for BTSA support provider</p>	<p>\$26,000</p>	<p>BTSA, IDEA</p>

g.) Regional System of District and School Support (RSDSS) will provide training in how to analyze student assessment data and use those results to guide instruction.	Fall 2011 Principals, teachers, RSDSS	No extra costs		
h.) Administrators and teachers will analyze student assessment data and student work to determine areas of strength and weaknesses to be shared at monthly staff meetings, SSC meetings and ELAC/DELAC meetings.	Fall 2010-ongoing Principals, teachers, SSC, ELAC/DELAC	No extra costs		
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
Parent Notification a.) Parents are sent a letter at the beginning of the school year regarding Program Improvement status and the availability of SES tutoring.	Fall 2010, 2011, 2012 AE directors, principals, teachers, parents	No extra costs		
b.) When students enroll at the beginning and/or throughout the school year, parents are given an enrollment packet containing various documents (i.e. Acceptable Use Policy, ESLR's, Mission Statement, CAHSEE notice, Discipline Code, etc.).	Open Entry – Open Exit AE directors, principals, teachers, parents	No extra costs		
c.) A School-Parent Compact will continue to be in place to foster the development of a school-parent partnership. This compact is included in the student parent handbook and discussed at enrollment. The responsibility of student achievement will be the shared responsibility of parents, students, teachers and administration.	During initial enrollment AE directors, principals, teachers, parents	No extra costs		
d.) Board of Education Policy regarding parental contact of EL status through the Initial Enrollment Identification Form (IEIF) and Parent Notification Letter will continue to be mailed home to parents.	Within 30 days of student enrollment Directors, principals, ELD Resource Teachers, parents	Supplies, postage, clerical staff hourly pay	\$15,000	Revenue limit

<p>e.) If EL students have the opportunity to be re-designated as English proficient, parents will be notified by mail to participate in the re-designation meeting. In addition to the specific state requirements, the following criteria will be reviewed when considering re-designation of EL students.</p> <ul style="list-style-type: none"> • Student needs to score in the proficient range on the English language arts portion on the STAR • Student must be performing at grade level • Student must pass the ELA portion of the CAHSEE if they are in grades 10-12 	<p>As needed Directors, principals, ELD Resource Teachers</p>	<p>Supplies, postage, clerical staff hourly pay</p>	<p>\$100</p>	<p>Revenue limit</p>
<p>f.) Parents will continue to be notified via school site postings 72 hours in advance of School Site Council and English/District Language Advisory Committee Meetings.</p>	<p>Ongoing Principals and EL Resource Teachers</p>	<p>No extra costs</p>		
<p>g.) Letters will continue to be mailed home once we receive scores from the state to inform parents of standardized testing and CAHSEE results with interpretation information and school contacts.</p>	<p>Upon receipt of tests results Directors, principals, clerical staff</p>	<p>Supplies, postage, clerical staff hourly pay</p>	<p>\$16,000</p>	<p>Title I, Part A Revenue Limit IDEA</p>
<p>h.) Quarterly progress reports and a request for parent participation in IEP meetings will continue to be mailed or sent home.</p>	<p>Ongoing Special Education Teachers</p>	<p>Forms and postage</p>	<p>\$1,000</p>	<p>IDEA</p>
<p>i.) School Accountability Report Cards (SARCs) will continue to be posted on KCSOS website.</p>	<p>Annually Directors, principals, technology department</p>	<p>No extra costs</p>		

<p>j.) The County Office will continue to provide information, resources, and support to parents of general education students, English Learners, and Special Education students, including information regarding IEP components and state academic content standards.</p>	<p>Ongoing Directors, principals, teachers</p>	<p>No extra costs</p>		
<p>k.) Parents will continue to be invited to an annual/biannual Open House to learn about the various agencies available to them and their student.</p>	<p>One to two times a year Directors, principals, teachers</p>	<p>Printed materials and postage</p>	<p>\$2,000</p>	<p>Title I, Part A Revenue Limit IDEA</p>
<p>Parental and Community Involvement and Outreach l.) We will continue to provide parents a linkage to Parent Project, a 10 to 16-week parent training program designed specifically for parents of strong-willed or out-of-control adolescent children.</p>	<p>Ongoing AE Directors, principals, transition counselors</p>	<p>Portion of Parental involvement set aside</p>	<p>\$15,883</p>	<p>Title I, Part A</p>
<p>m.) KCSOS departments will continue to be involved in county-wide committees, consortiums and advisory groups that include parents, community resource personnel and business partners.</p> <ul style="list-style-type: none"> • Project 180 • Bakersfield Safe Street Partnerships • SMART Committee (Mental Health) • Juvenile Justice Coordinating Council • Foster Youth • WIA Board 	<p>Ongoing Directors and Principals</p>	<p>No extra costs</p>		
<p>n.) Parents will continue to be required to attend orientation/planning meetings when students enroll.</p>	<p>Open Entry Enrollment AE and VOC directors, principals</p>	<p>No extra costs</p>		
<p>o.) The SSC and ELAC/DELAC will continue to analyze the performance data of all student groups and will consider the effectiveness of key elements of the instructional program for students failing to meet API, AYP and CAHSEE growth targets. These groups will provide recommendations to site and program leadership to improve student achievement.</p>	<p>Annually AE directors, principals, teachers, parent members of SSC or ELAC/DELAC</p>	<p>No extra costs</p>		

<p>p.) We will continue to work to ensure that parents actively participate in the budget planning and decision making process as the School Site Councils develop their Single School Plans for Student Achievement.</p>	<p>Fall 2010, 2011, 2012 AE and VOC directors, principals, teachers, parent/guardian members of SSC</p>	<p>SSC training costs</p>	<p>\$350</p>	<p>Title I, Part A</p>
<p>q.) Each year, parents are encouraged to run for a position on the English Language Advisory Committee or School Site Council. Upon election, they will be trained on the bylaws and procedures for both groups. The ELAC will hold meetings a minimum of three times a year. The SSC will meet as needed in accordance to the bylaws. A parent from the ELAC will be elected to serve on the District English Language Advisory Committee who will meet a minimum at least one time a year.</p>	<p>Fall 2010, 2011, 2012 AE directors, principals, EL Resource teachers, ELAC members, DELAC members, SSC members</p>	<p>No extra costs</p>		
<p>r.) Schools will continue to provide an annual/biannual Open House for parents to learn about the various agencies available to them and their children.</p>	<p>One to two times a year Directors, principals, teachers</p>	<p>Printed materials, food and beverage costs, custodial support</p>	<p>\$2,000</p>	<p>Title 1, Part A Revenue limit, IDEA</p>
<p>s.) The Valley Oaks Parent Advisory Council will continue to meet on a monthly basis throughout the school year to provide parental input to school activities and programs, be a source of support for other Valley Oaks parents and to coordinate fundraising.</p>	<p>Monthly VOCS principal, parents</p>	<p>No extra costs</p>		

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a.) KCSOS departments will continue to provide direct services as well as referrals for auxiliary medical, mental health and other social services.</p> <ul style="list-style-type: none"> • Clinica Sierra Vista • Gleaners • Department of Human Services • Cal Safe • Jobs Plus! • Kern County Mental Health 	<p style="text-align: center;">Ongoing</p> <p>Teachers, nurses, transition counselors, job developer</p>	<p>Respective staff salary and benefits</p>	<p>\$100,000</p>	<p>Revenue limit, IDEA</p>
<p>b.) We will continue to ensure systematic communication between KCSOS and districts regarding the referral and return of students as well as transition counseling services.</p>	<p style="text-align: center;">Ongoing</p> <p>Directors, principals, teachers, transition counselors</p>	<p>No extra costs</p>		
<p>c.) Reading tutorials will continue to be held throughout the program. Intervention materials will be used daily in the classroom during the English Language Arts period. Students who are enrolled in the Independent Study program will be required to attend an additional day to attend these tutorials from one to three hours. See #9 for additional information.</p> <ul style="list-style-type: none"> • Additional reading intervention teachers have been hired and will continue to assist students in reading. • SBE intervention materials are designed for all students who score 2 or more grade levels below on the Star Renaissance Reading Assessment during enrollment. • Once the teacher receives the report the student is placed in the appropriate course: <ul style="list-style-type: none"> ▪ <i>Inside</i> (Intervention/ELD/4-8) for use with those students needing strategic or intensive intervention ▪ <i>Edge</i> (Intervention/ELD/9-12) for use with those students needing strategic or intensive intervention 	<p style="text-align: center;">Ongoing</p> <p>AE reading intervention teachers</p>	<p>Salary and benefits</p>	<p>\$250,000</p>	<p>Title 1, Part A ARRA, Title 1, Part A EIA, Title 1, Part D</p>

d.) ELA CAHSEE tutorials will continue to be held daily throughout the program for all 10-12 grade students using <i>Measuring Up</i> curriculum and E-Path.	Daily AE and VOCS ELA teachers and CAHSEE intervention teachers	Salary and benefits	See #2f (page 11)	
e.) Transition counselors will continue to support students transitioning back to their schools of residence, and/or from elementary to junior high and from junior high to high school.	Ongoing Directors, principals, teachers, transition counselors	No extra costs		
f.) Those students receiving special education services that require additional support will continue to be referred to the school nurse or other appropriate service providers. Some adaptive technology that is used includes: <ul style="list-style-type: none"> • Headphones for Audio presentation • FM amplification systems • Alpha Smart- Neo 2 (Keyboard) for assisting students with writing, taking notes and overall writing assistance tool. • Magnifiers for enlarging text • Pencil grips • Interactive CDs 	Ongoing School Nurse, special education staff	Adaptive Technology purchases	\$10,000	IDEA
8. Monitoring program effectiveness: a.) A monitoring and accountability system will be developed and implemented program-wide to ensure that curriculum, materials and resources are being utilized appropriately and systematically. Principals will conduct walk throughs, observations and review lesson plans. Principals will continue to look for: <ul style="list-style-type: none"> • The posting of daily objectives will match instruction • The use of research-based strategies (Thinking Maps, Fab Vocab!, EDI, RTI2) • Students who are identified as needing intervention will be appropriately placed in the intervention materials (<i>Inside, Edge</i>) • The use of core ELA curriculum for appropriate grade levels 	Fall 2010-ongoing Directors, principals	No extra costs		
b.) Schools will continue to administer standards-based and standards-aligned curriculum embedded assessments in ELA.	Ongoing Principals, teachers	No extra costs		

Weekly results will be analyzed and utilized to guide instruction.				
c.) The school sites will allow for grade level/departmental collaboration and planning on a monthly or quarterly basis depending on school site. Special education teachers will participate in these meetings. Principals will request agendas and minutes from collaboration meetings for monitoring purposes.	Monthly or quarterly Principals, teachers	Substitute Coverage	See #5b (page 14)	
d.) Students will continue to be given the STAR Renaissance upon enrollment. The STAR Renaissance reading pre/post tests will continue to be used to place students in the appropriate curriculum and/or intervention courses. Students will be tested periodically depending on school site. Assessment results are used to monitor student progress. Once a student is identified as needing reading intervention, further testing will take place with the <i>Inside</i> or <i>Edge</i> placement test.	Open Entry - Open Exit AE and VOCS principals, teachers, paraprofessionals	Respective staff hourly pay to conduct assessments	\$25,128	Title I, Part A and D
e.) The County Office will continue to review student performance data as it relates to adequate yearly progress (AYP) and other performance indicators as specified in NCLB and CDE guidelines. The County Office will utilize this information as appropriate to strengthen the program and update single school plans.	Summer 2010, 2011, 2012 Directors, principals, teachers, parents, SSC members	Respective staff hourly pay to develop and review plan	\$5,000	Revenue limit
f.) The LEA plan will be distributed to all stakeholders in the LEA for monitoring purposes. The monitoring process will include input from administrators, teachers, instructional staff, support staff and parents throughout the year.	Summer 2011-Ongoing Directors, principals, teachers, instructional staff, support staff, parents	Substitute coverage, portion of parental involvement set aside	\$2,000 \$1,000	Revenue limit, Title I, Part A

<p>9. Targeting services and programs to lowest-performing student groups: a.) Staff will continue to review STAR Renaissance reading assessments after enrollment and notify teachers to assist in student identification of those needing additional services. Services are targeted through ILPs, IEPs and ELD Learning Plans. If a student is identified as needing reading intervention, further testing will take place with the <i>Inside or Edge</i> placement test.</p>	<p style="text-align: center;">Ongoing</p> <p>AE and/or VOCS principals and teachers</p>	<p>No extra costs</p>		
<p>b.) Upon enrollment, all students receiving special education services will continue to have their IEP reviewed to ensure services will continue without delay.</p>	<p style="text-align: center;">Ongoing</p> <p>Special Education Teachers</p>	<p>No extra costs</p>		
<p>c.) Transcripts and Home Language surveys will continue to be reviewed at enrollment to see if the student is an English learner. If the student is designated as EL, previous records will be ordered from the school. As a result of these records, students will either be scheduled to take the CELDT and/or Woodcock Munoz tests. An English Language Development Plan will be developed or continued to focus on the ELD goals. For students who receive Special Education services, the goals on the ELD plans and IEPs are blended and written collaboratively with Special Education teachers, who are given a copy of the plan to meet the needs for students with disabilities. Depending on the CELDT results and the reading score, the student will be assigned the appropriate intervention strategy.</p>	<p style="text-align: center;">Ongoing</p> <p>Principals, clerical staff, special education and general education teachers, EL coaches</p>	<p>No extra costs</p>		
<p>d.) All 10-12 grade students will be provided tutorials/materials to assist passage of the CAHSEE in English language arts.</p>	<p style="text-align: center;">Ongoing</p> <p>AE, VOC teachers</p>	<p>Staff salaries and materials</p>	<p>See 1a/2d (pages 10/11)</p>	
<p>e.) We will continue to utilize existing instructional aides and paraprofessionals to support and reinforce the classroom instructional program.</p>	<p style="text-align: center;">Ongoing</p> <p>AE teachers, paras, instructional aides</p>	<p>Staff salaries for aide and para support</p>	<p>\$2,000,000</p>	<p>Revenue limit, Title 1, Part A and D, IDEA</p>
<p>f.) Implement EDI and the Response to Instruction and Intervention models to more effectively provide academic instruction.</p>	<p style="text-align: center;">Fall 2010-Ongoing</p> <p>AE teachers</p>	<p>No extra costs</p>		

g.) Teachers will continue to use SDAIE strategies to effectively provide academic instruction for English learners.	Ongoing Teachers	No extra costs																														
h.) Year-round, extended school year and summer school programs continue to be available for at-risk students.	Ongoing Principals, teachers, paras, instructional aides	No extra costs																														
<p>i.) <i>Inside</i> and <i>Edge</i> will be fully implemented for targeted students who need strategic and intensive reading intervention. Strategic intervention will be provided for those student reading less than 2 grade levels below. Intensive intervention will be provided for those students who are reading 2 or more grade levels below. The following SBE adopted courses/textbooks will be provided:</p> <table data-bbox="96 553 877 797"> <tr> <td colspan="2"><i>Inside</i></td> <td colspan="2"><i>Edge</i></td> </tr> <tr> <td colspan="2">Grades 4-8</td> <td colspan="2">Grades 9-12</td> </tr> <tr> <td colspan="2">Reading Levels</td> <td colspan="2">Reading Levels</td> </tr> <tr> <td>Level A</td> <td>1-2.5</td> <td>Fundamentals</td> <td>1-3</td> </tr> <tr> <td>Level B</td> <td>2-3.5</td> <td>Level A</td> <td>3-5</td> </tr> <tr> <td>Level C</td> <td>3.0-4.5</td> <td>Level B</td> <td>5-7</td> </tr> <tr> <td>Level D</td> <td>4-5.5</td> <td>Level C</td> <td>7-9</td> </tr> </table> <p>These courses are designed for all students in grades 4 – 12 who are in need of reading intervention as well as for English language learners. Each level comes with a student edition, grammar and writing practice book, supplementary novels and in some cases, an interactive practice book and writing book.</p> <p>Students that are initially classified as needing strategic or intensive intervention and those that move from needing intensive to strategic intervention will be provided the following: Continued support from ELA and or intervention teachers (utilizing core curriculum along with ancillary materials)</p> <ul style="list-style-type: none"> • Continued support from instructional aides and or paraprofessionals. Bilingual instructional aides continue to be available to help preview/review material for EL students • Support from Special Education staff if student receives special education services • The EL coach will provide support to teachers 	<i>Inside</i>		<i>Edge</i>		Grades 4-8		Grades 9-12		Reading Levels		Reading Levels		Level A	1-2.5	Fundamentals	1-3	Level B	2-3.5	Level A	3-5	Level C	3.0-4.5	Level B	5-7	Level D	4-5.5	Level C	7-9	Spring 2011-Ongoing AE Principal, teachers	Cost of instructional materials	See 1a/7c (page 10 and 19)	
<i>Inside</i>		<i>Edge</i>																														
Grades 4-8		Grades 9-12																														
Reading Levels		Reading Levels																														
Level A	1-2.5	Fundamentals	1-3																													
Level B	2-3.5	Level A	3-5																													
Level C	3.0-4.5	Level B	5-7																													
Level D	4-5.5	Level C	7-9																													

<p>j.) Special Education teachers will take part in grade level/ departmental collaboration and planning on a monthly basis. Principals will request agendas and minutes from collaboration meetings for monitoring purposes.</p>	<p>Ongoing Principals and teachers</p>	<p>Substitute coverage</p>	<p>See 5b (page 14)</p>	
<p>10. Any additional services tied to student academic needs:</p> <p>a.) KCSOS departments will continue to provide intra-agency referral and support.</p> <ul style="list-style-type: none"> • Project 180 • Bakersfield Safe Street Partnerships • SMART Committee (Mental Health) • Juvenile Justice Coordinating Council • Foster Youth • WIA Board • BTSA • RSDSS • School Community Partnerships 	<p>Ongoing</p> <p>Principals, teachers, transition counselors</p>	<p>No extra costs</p>		
<p>b.) KCSOS will continue to have inter-agency agreements and collaboration with:</p> <ul style="list-style-type: none"> • California Children’s Services • Department of Mental Health • Kern Regional Center • Head Start • Migrant Even Start • Kern County Probation 	<p>Ongoing</p> <p>Principals, teachers, transition counselors</p>	<p>No extra costs</p>		

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a.) The County Office has reviewed and purchased the following texts for core and intervention level K-8 SBE-adopted and 9-12 standards-aligned curriculum for all math learning environments:</p> <ul style="list-style-type: none"> • McGraw Hill <i>California Math Triumphs</i> (Intervention) • Prentice Hall <i>Algebra Readiness</i> (Core grade 8/Intervention grades 9-12) • Houghton Mifflin <i>California Mathematics</i> (Core/K-6) • CAHSEE Math <i>Measuring Up</i> • McDougal Littell <i>Algebra 1</i> (Core) <p>Previously (2001 or later) state-adopted materials that are still in use:</p> <ul style="list-style-type: none"> • McDougal Littell <i>Algebra 1, Concepts and Skills: Course 1 and 2</i> • Harcourt <i>Math</i> K-6 • Prentice Hall <i>Algebra 1</i> 	<p>2010-2011</p> <p>Directors, PDT, teachers on special assignment</p> <p><i>California Math Triumphs</i> implemented Spring 2011</p> <p><i>Algebra Readiness</i> implemented Fall 2010</p> <p><i>California Math</i> will be fully implemented Fall 2011</p> <p><i>Measuring Up</i> implemented Fall 2010</p>	<p>Cost of instructional materials</p>	<p>\$ 91,650</p>	<p>Title I, A Title I, D (ARRA) Lottery Spec. Ed. (IDEA) Revenue Limit</p>

c.) The Course of Study will continue to be updated and revised with newly adopted math curriculum. It will continue to be reviewed annually to make necessary revisions.	Fall 2010, 2011, 2012 AE Directors, teachers on special assignment	Salary and benefits	See #1b. (page 10)	Title I, Part D, BTSA
2. Use of standards-aligned instructional materials and strategies: a.) Teachers will use the adopted core and intervention math curriculum with fidelity. Principals will review lesson plans monthly and conduct walk throughs on a weekly basis to ensure the use of adopted curriculum.	Ongoing Directors, principals and teachers	No extra costs		
b.) Teachers will post standards-based learning objectives daily and the posted standard/objective will match instruction.	Daily Principals and teachers	No extra costs		
c.)The County Office will continue to provide support for teachers in implementing instruction and collaborate with teachers in developing strategies utilizing the standards-aligned materials for improving student achievement in math.	Ongoing PDT, BTSA Support Provider, directors, principals, program specialists	Salaries and benefits	See #2c (page 11)	Title I, Part A and D, BTSA, IDEA, Title II, Part A

d.) Teachers will examine student work and assessment results and monitor student mastery of the content to make informed instructional decisions daily. Teachers will share this information at monthly collaboration meetings. Principals will request agendas and minutes from collaboration meetings for monitoring purposes.	Ongoing Principals, Teachers, and instructional aides	No extra costs		
e.) The County Office will continue to expand systematic CAHSEE preparation and intervention program-wide utilizing state adopted materials. In addition, all teachers will be trained on E-Path for <i>Measuring Up</i> curriculum. <ul style="list-style-type: none"> The Focused Instructional Strategy Team (FIST) consists of 18 teachers who have been selected for their expertise of different teaching strategies will be trained on E-Path. FIST will then train all math teachers. <p>Once all teachers have completed initial training, new teachers will receive training within three months of hiring.</p>	June 2011-ongoing AE and VOCS directors, CAHSEE LT, intervention and general education teachers, tutors	Salary and benefits for intervention teachers, extra duty pay for tutors	See #2f (page 11)	Title I, Part A and D, BTSA, IDEA, Title II, Part A
f.) Teachers will continue to use research-based strategies Thinking Maps (TM), and Fab Vocab! (FV) to assist students in comprehending math curriculum. <ul style="list-style-type: none"> Teachers will be evaluated on the use of these research-based strategies during weekly walk throughs and informal and formal observations. Teachers will provide lesson plans displaying the use of research-based strategies. Principals will review lesson plans on a monthly basis. Teachers will use these research-based strategies as an additional assessment tool. 	Ongoing Principals, Fab Vocab! and Thinking Maps Leadership Teams, teachers	No extra costs		
g.) Math manipulatives purchased to help students meet standards.	Spring 2011 Principals, math teachers	Manipulatives included in textbook purchase price	See #1a (page 25)	
h.) Students will be provided with calculators to use at school sites.	Ongoing AE teachers	Cost of calculators	\$10,000	Title I A/D, Revenue limit
3. Extended learning time:				

a.) Court and Community Schools will continue to operate year round allowing students the option for additional intervention opportunities. Special education will continue to offer an (ESY). Valley Oaks will continue to offer summer school CAHSEE tutorials.	Open entry - Open exit Principals, teachers, paraprofessionals, instructional aides	No extra costs		
b.) Math intervention classes will continue to be offered for those students identified as strategic or intensive.	Ongoing Directors, principals, math intervention teachers	No extra costs		
c.) "Do the Math" KETN TV tutorial through KCSOS will continued to be offered.	2010-2013 September – May KETN staff, teachers	Teacher's hourly rate	\$12,000	Revenue limit, IDEA
d.) Supplemental Education Services (SES) - Low income students will be offered free classes or tutoring services outside of the regular school day to improve student achievement as required by federal guidelines.	Ongoing AE director, transition counselors, SES approved providers	Tutoring providers	See #3c (page 12)	
4. Increased access to technology:				
a.) As part of the program-wide purchase of the new math program, ancillary materials such as software tutorials (Core: HM CA Math), (Intervention: Triumphs) and (CAHSEE: Measuring Up) are available for student use in classrooms, libraries and teacher offices.	Implement Fall 2011 Technology staff, teachers, instructional aides	Software included in textbook purchase price	See #1a (page 25)	
b.) New version of computer-based STAR Renaissance assessment program was purchased and will be implemented program-wide. This assessment program will provide pre-post test scores to show growth.	Spring 2011 AE directors, principal in charge of technology	Purchase of license	See #4b (page 13)	
c.) SMART Technology will continue to be purchased (SMART boards, SMART Senteos and SMART AirLiners) for formative and summative assessment opportunities.	2010-2013 Directors, principal in charge of technology, teachers	Purchase of SMART technology	See #4c (page 13)	

<p>d.) We will continue to offer classroom computers and/or computer labs at all school sites to allow students to access information from various sources as part of lessons or research projects. An annual needs assessment will be done by the principal of technology to see what upgrades or new technology needs to be purchased.</p>	<p style="text-align: center;">Ongoing</p> <p>Directors, principals, teachers, technology staff</p>	<p>Purchase and/or repair of computers</p>	<p>See #4d (page 13)</p>	
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a.) Training for Principals and Math teachers will take place beginning in the 2011-2012 school year for K-8 SBE adopted and 9-12 standards-aligned curriculum for the following:</p> <ul style="list-style-type: none"> • <i>California Math Triumphs</i> (0% of teachers have been trained) • <i>Algebra Readiness</i> (100% of the math teachers have been trained) • <i>Algebra I</i> (0% of teachers have been trained) • <i>California Mathematics</i> (0% of teachers have been trained) • <i>Measuring Up</i> (no cost) (0% of teachers have been trained) <p>The newly adopted <i>Algebra 1</i> text has only been partially ordered. Training will take place for all math teachers once it has been ordered program-wide. New teachers will be trained on appropriate curriculum within three months of hiring.</p>	<p style="text-align: center;">2011-2012</p> <p>Directors, principals, ELA teachers</p> <p><i>California Math Triumphs</i> will be completed by Spring 2012</p> <p><i>Measuring Up</i> training will take place June 2011</p> <p><i>California Math</i> training will be scheduled for the June 2011</p>	<p>Training materials and fees, substitute coverage</p>	<p>\$11,250 (Alg. Read.) \$5,000 (CA Math) \$5,000 (Triumphs)</p>	<p>Title I, Part A, IDEA</p>
<p>b.) The school sites will allow for grade level/departmental</p>	<p style="text-align: center;">Monthly</p>	<p>Substitute</p>	<p>See #5b (page</p>	

collaboration and planning on a monthly basis. Special education teachers will participate along with math teachers. Principals will request agendas and minutes from collaboration meetings for monitoring purposes.	Principals, teachers	coverage	14)	
c.) The County Office will continue to select one to two learning strategies to implement annually during Staff Development and other professional development opportunities throughout the year. The following research-based strategies have been selected and will continue to be offered for math teachers: <ul style="list-style-type: none"> • Fab Vocab! • Thinking Maps • EDI • RtI² To ensure the implementation of selected research-based Strategies, principals will review lesson plans monthly and conduct walk throughs on a weekly basis.	AE PDT, principals, teachers Staff was trained in Fab Vocab Fall 2010 Training in Thinking Maps will continue as new teachers are hired EDI training will take place August 2011 RTI2 training began in Fall 2010 and will continue into the 2011/2012 school year	Training materials, registration fees, substitute coverage	\$11,700	Title II, Title 1, Part A
d.) The PDT will continue to provide training and follow-up support to ELA and Special Education teachers in support of the standards-based programs to deliver specialized instruction to students with disabilities through observations, modeling lessons, and assisting with lesson plans. The PDT may also bring in experts to help further support teachers. New teachers will be trained within three months of hiring.	Summer 2010, 2011, 2012 Directors, principals, PDT, teachers	Salary and benefits	See #2a (page 11)	
e.) The County Office will continue to provide training for PDT/FIST leadership team members, focusing on effective teaching strategies and providing lessons with rigor. The leadership team members work with their school staff to create lessons requiring levels of Bloom's Taxonomy.	Ongoing AE Directors, principals, PDT, FIST	Training materials and cost, substitute coverage for FIST members	See #5e (page 14)	
f.) Identified teachers will continue to participate in BTSA. The BTSA support provider meets with participating teachers on a weekly basis to go over CFASST Modules.	Fall 2010-ongoing Principals, teachers, BTSA support providers, participating teachers	Portion of salary and benefits for BTSA support provider	See #5h (page 14)	
g.) Regional System of District and School Support (RSDSS) will provide training in how to analyze student assessment data and use those results to guide instruction.	Fall 2011 Principals, teachers, RSDSS	No extra costs		

h.) Administrators and teachers will analyze student assessment data and student work to determine areas of strength and weaknesses to be shared at monthly staff meetings, SSC meetings and ELAC/DELAC meetings.	Fall 2011-ongoing Principals, teachers, SSC, ELAC/DELAC	No extra costs		
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
Parent Notification a.) Parents are sent a letter at the beginning of the school year regarding Program Improvement status and the availability of SES tutoring.	Fall 2010, 2011, 2012 AE directors, principals, teachers, parents	No extra costs		
b.) When students enroll at the beginning and/or throughout the school year, parents are given an enrollment packet containing various documents (i.e. Acceptable Use Policy, ESLR's, Mission Statement, CAHSEE notice, Discipline Code, etc.).	Open Entry – Open Exit AE directors, principals, teachers, parents	No extra costs		
c.) A School Parent Compact will continue to be in place to foster the development of a school parent partnership. This compact is included in the student parent handbook and discussed at enrollment. The responsibility of student achievement will be the shared responsibility of parents, students, teachers and administration.	During initial enrollment AE directors, principals, teachers, parents	No extra costs		
d.) Board of Education Policy regarding parental contact of EL status through the Initial Enrollment Identification Form (IEIF) and Parent Notification Letter will continue to be mailed home to parents.	Within 30 days of student enrollment Directors, principals, ELD Resource Teachers	Supplies, postage, clerical staff hourly pay	See #6d (Page 15)	
e.) Parents will continue to be notified via school site postings 72 hours in advance of School Site Council and English/District Language Advisory Committee Meetings.	Ongoing Principals and EL Resource Teachers	No extra costs		
f.) Letters will continue to be mailed home once we receive	Upon receipt of test results	Supplies,	See #6g (page	

scores from the state to inform parents of standardized testing and CAHSEE results with interpretation information and school contacts.	Directors, principals, clerical staff	postage, clerical staff hourly pay	16)	
g.) Quarterly progress reports and a request for parent participation in IEP meetings will continue to be mailed or sent home.	Ongoing Special Education Teachers	Forms and postage	See #6h (page 16)	
h.) School Accountability Report Cards (SARCs) will continue to be posted on KCSOS website.	Annually Director, principals, technology department	No extra costs		
i.) The County Office will continue to provide information, resources, and support to parents of general education students, English Learners, and Special Education students, including information regarding IEP components and state academic content standards.	Ongoing Directors, principals, teachers	No extra costs		
j.) Parents will continue to be invited to an annual/biannual Open House to learn about the various agencies available to them and their children.	One to two times a year Directors, principals, teachers	Printed materials and postage	See #6k (page 17)	
Parental and Community Involvement and Outreach k.) We will continue to provide parents a linkage to Parent Project, a 10 to 16-week parent training program designed specifically for parents of strong-willed or out-of-control adolescent children.	Ongoing AE Directors, principals, transition counselors	Portion of Parental involvement set aside	See #9 l (page 17)	
l.) KCSOS departments will continue to be involved in county-wide committees, consortiums and advisory groups that include parents, community resource personnel and business partners. <ul style="list-style-type: none"> • Project 180 • Bakersfield Safe Street Partnerships • SMART Committee (Mental Health) • Juvenile Justice Coordinating Council • Foster Youth • WIA Board 	Ongoing Directors and Principals	No extra costs		

m.) Parents will continue to be required to attend orientation/planning meetings when students enroll.	Open Entry Enrollment AE and VOC directors, principals	No extra costs		
n.) The SSC and ELAC/DELAC will continue to analyze the performance data of all student groups and will consider the effectiveness of key elements of the instructional program for students failing to meet API, AYP, and CAHSEE growth targets. These groups will provide recommendations to site and program leadership to improve student achievement.	Annually AE directors, principals, teachers, parent/guardian members of SSC, ELAC, or DELAC	No extra costs		
o.) We will continue to work to ensure that parents actively participate in the budget planning and decision making process as the School Site Councils develop their Single School Plans for Student Achievement.	Fall 2010, 2011, 2012 AE and VOC directors, principals, teachers, parent/guardian members of SSC	SSC training costs	See #6p (page 18)	
p.) Each year, parents are encouraged to run for a position on the English Language Advisory Committee or School Site Council. Upon election, they will be trained on the bylaws and procedures for both groups. The ELAC will hold meetings a minimum of three times a year. The SSC will meet as needed in accordance to the bylaws. A parent from the ELAC will be elected to serve on the District English Language Advisory Committee who will meet a minimum at least one time a year.	Fall 2010, 2011, 2012 AE directors, principals, EL Resource teachers, ELAC members, DELAC members, SSC members	No extra costs		
q.) Schools will continue to provide an annual/biannual Open House for parents to learn about the various agencies available to them and their children.	One to two times a year Directors, principals, teachers	Printed materials, food and beverage costs, custodial support	See #6r (page 18)	
r.) The Valley Oaks Parent Advisory Council will continue to meet on a monthly basis throughout the school year to provide	Monthly VOCS principal, parents	No extra costs		

parental input to school activities and programs, be a source of support for other Valley Oaks parents and to coordinate fundraising.				
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):	Ongoing	Respective staff salary and benefits	See #7a (page 19)	
<p>a.) KCSOS departments will continue to provide direct services as well as referrals for auxiliary medical, mental health and other social services.</p> <ul style="list-style-type: none"> • Clinica Sierra Vista • Gleaners • Department of Human Services • Cal Safe • Jobs Plus! • Kern County Mental Health 	Teachers, nurses, transition counselors, job developer			
b.) We will continue to ensure systematic communication between KCSOS and districts regarding the referral and return of students as well as transition counseling services.	Ongoing Directors, principals, teachers, transition counselors	No extra costs		
<p>c.) Math tutorials will continue to be held throughout the program. Intervention materials will be used daily in the classroom during math periods. Students who are enrolled in the Independent Study program will be required to attend an additional day to attend these tutorials from one to three hours. See #9 for additional information.</p> <ul style="list-style-type: none"> • Additional math intervention teachers have been and will continue to be hired to assist students in math. • SBE-adopted intervention materials are designed for all students who score below grade level on the Star Renaissance Math Assessment during enrollment. • Once the teacher receives the assessment report the student will be placed in the appropriate <i>California Math Triumphs</i> course. 	Ongoing AE math intervention teachers	Salary and benefits	\$250,000	Title I, Part A, Title I, Part A ARRA, , Title I, Part D, EIA
d.) Math CAHSEE tutorials will continue to be held daily throughout the program for all 10-12 grade students using	Daily AE and VOC math teachers,	Salary and benefits	See #2f (page 11)	

<i>Measuring Up</i> curriculum and E-Path.	CAHSEE intervention teachers			
e.) Transition counselors will continue to support students transitioning back to their schools of residence and/or from elementary to junior high and from junior high to high school.	Ongoing Directors, principals, teachers and transition counselors	No extra costs		
f.) Those students receiving special education services that require additional support will continue to be referred to the school nurse or other appropriate service providers. Some adaptive technology that is used includes: <ul style="list-style-type: none"> • Headphones for Audio presentation • FM amplification systems • Alpha Smart- Neo 2 (Keyboard) for assisting students with writing, taking notes and overall writing assistance tool. • Magnifiers for enlarging text • Pencil grips • Interactive CDs 	Ongoing School nurse, special education staff	Adaptive Technology purchases	See #7f (page 20)	IDEA
8. Monitoring program effectiveness: a.) A monitoring and accountability system will be developed and implemented program-wide to ensure that curriculum, materials and resources are being utilized appropriately and systematically. Principals will conduct walk throughs, observations and review lesson plans. Principals will continue to look for: <ul style="list-style-type: none"> • The posting of daily objectives will match instruction • The use of research-based strategies (Thinking Maps, Fab Vocab!, EDI, RTI2) • Students who are identified as needing intervention will be appropriately placed in the intervention materials (<i>California Math Triumphs</i>) • The use of core math curriculum for appropriate grade levels 	Fall 2010-ongoing Directors, principals	No extra costs		
b.) Schools will continue to administer standards-based and standards-aligned curriculum embedded assessments in mathematics. Weekly results will be analyzed and utilized to	Ongoing Principals, teachers	No extra costs		

guide instruction.				
c.) The school sites will allow for grade level/departmental collaboration and planning on a monthly or quarterly basis depending on school site. Special education teachers will participate in these meetings. Principals will request agendas and minutes from collaboration meetings for monitoring purposes.	Monthly or quarterly Principals, teachers	Substitute Coverage	See #5b (page 14)	
d.) Students will continue to be given the STAR Renaissance upon enrollment. The STAR Renaissance mathematics pre/post tests will continue to be used to place students in the appropriate curriculum and/or intervention courses. Students will be tested periodically depending on school site. Assessment results are used to monitor student progress.	Open entry - Open exit AE and VOCS principals, teachers, paraprofessionals	Respective staff hourly pay to conduct assessments	See #8d (page 21)	
e.) The County Office will continue to review student performance data as it relates to adequate yearly progress (AYP) and other performance indicators as specified in NCLB and CDE guidelines. The County Office will utilize this information as appropriate to strengthen the program and update single school plans.	Summer 2010, 2011, 2012 Directors, principals, teachers, parents, SSC members	Respective staff hourly pay to develop and review plan	See #8e (page 21)	
f.) The LEA plan will be distributed to all stakeholders in the LEA for monitoring purposes. The monitoring process will include input from administrators, teachers, instructional staff, support staff and parents throughout the year.	Summer 2011-Ongoing Directors, principals, teachers, instructional staff, support staff, parents	Substitute coverage, portion of parental involvement set aside	See 8f (page 21)	
9.Targeting services and programs to lowest-performing student groups: a.) Staff will continue to review STAR Renaissance mathematics assessments after enrollment and notify teachers to assist in student identification of those needing additional services. Services are targeted through ILPs, IEPs and ELD Learning Plans.	Ongoing AE and VOCS principals and teachers	No extra costs		

b.) Upon enrollment all students receiving special education services will continue to have their IEP reviewed to ensure services will continue without delay.	Ongoing Special Education Teachers	No extra costs		
c.) Transcripts will be reviewed for previous or current math classes to determine math placement. For students who receive Special Education services the goals on the ELD plans and IEPs are blended and written collaboratively with Special Education teachers, who are given a copy of the plan, to meet the needs for students with disabilities.	Ongoing Principals, clerical staff, special education and general education teachers, EL coaches	No extra costs		
d.) All 10-12 grade students will be provided tutorials/materials to assist passage of the CAHSEE in mathematics.	Ongoing AE, VOC teachers	Staff salaries and materials	See 1a/2d (pages 10/11)	
e.) We will continue to utilize existing instructional aides and paraprofessionals to support and reinforce the classroom instructional program.	Ongoing AE teachers, paras, instructional aides	Staff salaries for aide and para support	See #9e (page 22)	
f.) We will implement EDI and the Response to Instruction and Intervention models to more effectively provide academic instruction.	Fall 2010-Ongoing AE Teachers	No extra costs		
g.) Teachers will continue to use SDAIE strategies to effectively provide academic instruction for English learners.	Ongoing Teachers	No extra costs		
h.) Year-round, extended school year and summer school programs continue to be available for at-risk students.	Ongoing Principals, teachers, paraprofessionals, instructional aides	No extra costs		
i.) <i>California Math Triumphs</i> will be fully implemented for targeted students who need strategic and intensive math intervention. Strategic intervention will be provided for those students who are less than 2 grade levels below in math. Intensive intervention will be provided for those students who are 2 or more grade levels below in math. The following SBE adopted courses/textbooks will be provided: <i>California Math Triumphs</i> Volumes 1-6	Spring 2011-Ongoing AE Principal, teachers	Cost of instructional materials	See #1a (page 25)	

<p>These courses are designed for all students who are in need of math intervention. Each level comes with a student edition and online resources.</p> <p>Students that are initially classified as needing strategic or intensive intervention and those that move from needing intensive to strategic intervention will be provided the following: Continued support from Mathematics and or intervention teachers (utilizing core -curriculum along with ancillary materials)</p> <ul style="list-style-type: none"> • Continued support from instructional aides and or paraprofessionals, Bilingual instructional aides continue to be available to help preview/review material for EL students • Support from special education staff if student receives special education services • EL coach will provide support for the general education teacher 				
<p>j.) Special education teachers will take part in grade level/ departmental collaboration and planning on a monthly basis. Principals will request agendas and minutes from collaboration meetings for monitoring purposes.</p>	<p>Ongoing Principals and teachers</p>	<p>Substitute coverage</p>	<p>See 5b (page 14)</p>	
<p>10.Any additional services tied to student academic needs:</p> <p>a.) KCSOS departments will continue to provide intra-agency referral and support.</p> <ul style="list-style-type: none"> • Project 180 • Bakersfield Safe Street Partnerships • SMART Committee (Mental Health) • Juvenile Justice Coordinating Council • Foster Youth • WIA Board • BTSA • RSDSS • School Community Partnerships 	<p>Ongoing Principals, teachers, transition counselors</p>	<p>No extra costs</p>		
<p>b.) KCSOS will continue to have inter-agency agreements and</p>	<p>Ongoing</p>	<p>No extra costs</p>		

collaboration with: <ul style="list-style-type: none"> • California Children’s Services • Department of Mental Health • Kern Regional Center • Head Start • Migrant Even Start • Kern County Probation 	Principals, teachers, transition counselors			
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Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

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

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • Meeting the annual measurable achievement objectives described in Section 3122; • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1a.</p> <ul style="list-style-type: none"> • Policies and procedures for the assessment, placement, and exiting (re-classification) of ELs is communicated to parents upon enrollment. • Continued systematic ELD instruction (classroom/intervention blocks/small groups). • <i>Inside, Edge</i> and <i>Open Court</i> have been purchased program-wide. • ELD database created to allow staff easy access to pertinent EL information and ELD plans. • IEP goals and objectives focus on language <p>b.</p> <ul style="list-style-type: none"> • Professional Development- program implementation and training for <i>Edge, Inside</i> and <i>Open Court</i> (when applicable) intervention curriculum. • Peer coaching with EL Resource Teachers and EL Coaches • Written department procedures and board policies • Special Education teacher given copy of ELD Plan to blend educational goals. <p>c.</p> <ul style="list-style-type: none"> • CELDT scores reviewed, and ELD Learning Plans created • Interim assessments: Individual ELD Learning Plans reviewed and updated monthly • Program-wide bi-annual report of ELD Learning Plans (Court/Community) • IEP/ELD goals and objectives are reviewed regularly. <p>d.</p> <ul style="list-style-type: none"> • Parent Notification of English Learner status • Bi-annual review of ELD Learning Plans • Involvement on the Language Assessment Review Team/RFEP process • ELAC/DELAC participation – Court and Community • Board of Education Policy for parental contact of EL status through the Initial Enrollment Identification Form (IEIF) and Parent Notification Letter. • Policy regarding parent/guardian attendance at enrollment orientations • Parents participate in the IEP process • School Parent Compact is in place to foster the development of a school parent partnership. The responsibility of student achievement will be the shared responsibility of parents, students, teachers, and administration. • School Parent Involvement Policy supports the importance of parent/guardian involvement in the educational process of students, when possible.

<p>Required Activities</p>	<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> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects <p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>2.</p> <ul style="list-style-type: none"> • Intervention curriculum used program-wide. • CELDT scores and ELD Learning Plan benchmarks- at least 50% of goals met • Assess and develop instruction based upon student need. • Bilingual instructional aides to help preview/review material for EL students • Low student-to-staff ratio for individualized attention. <p>3a.</p> <ul style="list-style-type: none"> • CELDT and Woodcock-Munoz Language Survey (WMLS) trainings. • SELPA workshops on IEP goals/objectives for ELD students • Fab Vocab! and Thinking Maps training and implementation. • Provide workshops for teachers in Explicit Direct Instruction (EDI). • Provide workshops for teachers in Response to Instruction and Intervention RtI². • SELPA workshops on IEP goals/objectives for ELD students • <p>b.</p> <ul style="list-style-type: none"> • Training for <i>Inside, Edge and Open Court</i> (when applicable) intervention curriculum. • Train teachers to properly analyze results from assessments and use those findings to guide instruction. • Professional development in literacy strategies. • Interim assessments based on ELD Plan. • SELPA workshops on IEP goals/objectives for ELD students • <p>c.</p> <ul style="list-style-type: none"> • Thinking Maps, Fab Vocab! training/workshops • EDI and RtI² training • SELPA workshops on IEP goals/objectives for ELD students <p>d.</p> <ul style="list-style-type: none"> • CSTP professional evaluation model is used to ensure teachers are teaching the standards • Principals have incorporated use of research based strategies in the evaluation process. • CELDT scores reviewed • Percent of ELD goals met by EL students • SELPA workshops on IEP goals/objectives for ELD students
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Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p> <p>N/A</p>	Yes or No	If yes, describe:
Allowable Activities	<p>5. Provide –</p> <p>a. tutorials and academic or vocational education for LEP students; and</p> <p>b. intensified instruction.</p> <p>N/A</p>	Yes or No	If yes, describe:
	<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p> <p>N/A</p>	Yes or No	If yes, describe:
	<p>7. Improve the English proficiency and academic achievement of LEP children.</p> <p>N/A</p>	Yes or No	If yes, describe:

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. <p>N/A</p>	Yes or No	If yes, describe:
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. <p>N/A</p>	Yes or No	If yes, describe:
	<p>10. Other activities consistent with Title III.</p> <p>N/A</p>	Yes or No	If yes, describe:

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p style="text-align: center;">Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; vertical-align: middle;">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<ol style="list-style-type: none"> a. <ul style="list-style-type: none"> • Written policies/procedures related to Home Language Survey • Previous school information regarding primary language obtained from CalPads • CELDT scores and language proficiency determination • CDE guidelines for EL determination b. <ul style="list-style-type: none"> • CELDT Scores and CDE guidelines for EL identification • Written policies/procedures related to parent notification • Parent Notification form c. <ul style="list-style-type: none"> • Intervention curriculum is used based on identified levels (i.e. Beginning CELDT level= <i>Inside</i> Level A or <i>Edge</i> Fundamentals, etc.) d. <ul style="list-style-type: none"> • Individualized Learning Plan is designed to meet individual student needs. e. <ul style="list-style-type: none"> • Usage of standards-based and standards-aligned curriculum f. <ul style="list-style-type: none"> • Specific exit requirements are determined by annual CELDT scores, CST scores, CAHSEE scores, and English courses taken. g. <ul style="list-style-type: none"> • Goals of ELD plans and IEPs are blended and written collaboratively with Special Education teachers.

		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"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	Parents are informed of their rights in the Parent Notification Letter.
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<ul style="list-style-type: none"> • Policy and procedures for parent notification of ELD students • Parent Notification Form- includes results of CELDT test
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<ul style="list-style-type: none"> • Policies and procedures for parent contact related to student progress

Plans to Provide Services for Immigrants

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

Allowable Activities	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p> <p>N/A</p>	Yes or No	If yes, describe:
	<p>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:</p> <p>N/A</p>	Yes or No	If yes, describe:
	<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p> <p>N/A</p>	Yes or No	If yes, describe:
	<p>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:</p> <p>N/A</p>	Yes or No	If yes, describe:

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • All permanent teachers meet Highly Qualified status for their assignments. • The Alternative Verification Process for Special Settings (VPSS) is in place for those future teachers still needing to become Highly Qualified. • Recruit future teachers through local recruitment fair, EdJoin teacher recruitment website, collaboration with IHLs and advertisement in media both locally and statewide. Additionally KCSOS maintains a file of resumes and applications to ensure that highly qualified teachers can be found. 	<p>Need Staff Development in the following areas:</p> <ul style="list-style-type: none"> • Teachers need curriculum based training • Training in the selected research-based strategies <ul style="list-style-type: none"> • Thinking Maps • Fab Vocab! • EDI • RTI2 • Differentiation of instruction for high priority students. • Training in analyzing data and how to use those results to guide instruction. • Continued support for teachers to become CLAD certified. • Recruit/hire HQT for non-permanent assignments. • Staff will continue to receive Professional Assault Crisis Training • New teachers will continue to be provided BTSA • Teachers who receive unsatisfactory performance evaluation will be referred for Peer Assistance Review • CELDT and Woodcock-Munoz trainings will be held annually

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

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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>The division administrator and staff development team will conduct an annual needs assessment of all certificated staff. The assessment will establish priorities for professional development activities related to increasing student learning. A ten-year staff development plan for Alternative Education has been created to reflect our goals for professional growth. Site level and program-wide professional development goals will be formulated to provide staff with knowledge and skills needed to move all students towards proficiency.</p> <p>a. Staff will continually review student assessment data to ensure Courses of Study (COS) and the Sequenced Pattern of Instruction are revised and edited as appropriate to both align with the state-adopted content standards, performance levels for students and state frameworks along with the California High School Exit Exam.</p>	<p>Ongoing Staff development committees, WASC focus groups, SSC, teachers, directors and principals</p>	<p>Salaries for staff and substitutes to allow time to work on curriculum and professional development</p>	<p>\$5,000</p>	<p>BTSA funds, Revenue limits</p>
<p>b. Using student assessment data, KCSOS will continue to provide teachers and administrators with professional development that ensures all students academic needs are being addressed with emphasis in the core academic areas and specialized areas.</p>	<p>Ongoing Staff development committees, WASC focus groups, directors and principals</p>	<p>Provide professional development, staffs release time, equipment and resources.</p>	<p>\$5,000</p>	<p>IDEA, Title II, Revenue limits</p>

<p>c. New teachers will participate in the BTSA induction program. Participants will have a support provider who will meet with them weekly to assist them in completing the Formative Assessment Systems for California Teachers Modules, to attend required trainings and to develop a portfolio of collected artifacts.</p>	<p>Fall 2010-Ongoing Directors, principals and teachers, BTSA providers, participating teachers</p>	<p>Portion of salary and benefits</p>	<p>See #2a (page 11)</p>	
<p>d. (COS) Course Outlines are tied to the California State Standards. The state or district approved textbooks used in each class are listed on the course outlines. Incoming teachers will be trained how to use the COS and how to select the appropriated leveled coursework.</p>	<p>Ongoing AE director, principals and teachers</p>	<p>No cost</p>	<p>No cost</p>	
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>a. The PDT and district administrator will review research to see which professional development practices have proven to be successful in the improvement of student learning for all. Research-based professional development activities that are currently being implemented and will be provided on-going follow up are:</p> <ul style="list-style-type: none"> • Fab Vocab! • Thinking Maps • RTI2 • EDI <p>New teachers will be trained on these research-based strategies within three months of hiring.</p>	<p>Monthly PDT, FIST, principals, directors, leadership teams</p>	<p>Staff hourly rates, expert presenters</p>	<p>See#5d/5g (page14)</p>	
<p>b. Teacher evaluations will continue to be based upon the CSTP and will help hold teachers and principals accountable for the implementation of standards-based instruction and research-based activities from staff training that improve student learning. Teachers will be evaluated on their use of research-based strategies and curriculum during walk throughs and formal and informal observations. (As described on page 44.)</p>	<p>Fall 2010-Ongoing PDT, FIST, principals, directors, leadership teams</p>	<p>Staff hourly rates, expert presenters</p>	<p>See#5d/5g (pages 14/15)</p>	
<p>c. New teachers will continue to participate in the BTSA induction program. Participants will have a support provider who will meet with them weekly to assist them in completing the Formative Assessment Systems for California Teachers Modules, to attend required trainings and to develop a portfolio of collected artifacts.</p>	<p>Fall 2010-Ongoing Principals, BTSA providers, participating teachers</p>	<p>Staff hourly rates</p>	<p>See #5h (page 15)</p>	

<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>a. The PDT and FIST will work collaboratively to develop a continuum of staff development. Each year one or two research-based strategies will be chosen for implementation. The PDT will meet monthly with directors to plan and discuss staff development. To ensure the implementation of selected research-based strategies principals will review lesson plans monthly and conduct walk throughs on a weekly basis. The PDT and FIST will provide follow up training, coaching, and or modeling to those teachers who are in need of further support.</p>	<p>Ongoing PDT, FIST, teachers, principals</p>	<p>Substitute coverage</p>	<p>\$2,000</p>	<p>Title II</p>
<p>b. Professional development will improve instructional practices and student behavior management in a manner that will increase the time on task which will improve student learning.</p>	<p>Ongoing PDT, FIST, teachers, principals</p>	<p>Workshops in instructional strategies, behavior management</p>	<p>\$3,000</p>	<p>Revenue limits, Title II</p>
<p>c. 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 assessments.</p>	<p>Ongoing PDT, FIST, teachers, principals, paraprofessionals</p>	<p>STAR Reading and Math assessments, staff hourly rates</p>	<p>See #8d (page 21 and 35)</p>	

<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>a. Professional development activities will be coordinated to address staff needs in assisting all students to meet or exceed State standards, including Title I, Part D; homeless; English learners and special needs students. Continuing to improve 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. Some additional activities that will be addressed with professional development are assessment, understanding the strengths and needs of the student population in their classes, classroom management and interventions. 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>Ongoing BTSA Consortium, KCSOS , RSDSS, directors, teachers, principals, paraprofessionals</p>	<p>Consultants, trainers, facilities to provide professional development, meals, substitute hourly rates, staff hourly rates</p>	<p>\$41,000</p>	<p>Revenue limits, Title II</p>
<p>b. A ten-year professional development plan has been created to assist in the coordination of future staff development activities and will continue to be monitored and updated as needed.</p>	<p>Fall 2010-ongoing PDT Team</p>	<p>No extra costs</p>		
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>a. AB 430 Principal Training – 91 percent of administrators have completed their training. Any new hires will complete training as needed. We will continue to ensure that it is available to all future administrators. Two Valley Oaks administrators will complete training by June 2012.</p>	<p>Spring 2011-Ongoing 2 VOC administrators</p>	<p>Training costs and materials</p>	<p>\$ 3,000</p>	<p>AB 430 funds</p>

b. Staff and professional development will continue to focus on core, research-based practices used in the standards-based instructional materials. (Refer to 5a page 13, 5a page 28, 5 c page 14, and 5c page 28 for descriptions.)	Ongoing PDT, FIST, directors, principals and teachers	Subs and training materials	See #5a (page 13 and 28) See #5c (page 14 and 28)	
c. BTSA-Induction and Intern support for new teachers will continue to be offered (Refer to 5f page 14, 5f, page 30 for descriptions.)	Fall 2010-Ongoing BTSA coordinator and support providers	Portion of salary and benefits for providers	See #5f (page 14 and 30)	
d. Researched-based instructional strategies for ELs and students with special needs will continue to be offered. (Refer to 5c page 14, 5c page 28, 5d page 14 and 5d page 29 for descriptions.)	Ongoing Principals, PDT, FIST, ELD and SE staff, teachers	Staff hourly rates, substitutes, consultants	See #5c (page 14 and 29) #5d (page 14 and 30)	
e. All staff will continue to receive Professional Assault Crisis Training (ProACT).	Ongoing AE and VOC staff	No extra costs		
f. CLAD/CTEL training will continue to be offered for teachers in need of their CLAD certification.	Ongoing Directors, principals, teachers needing certification	Stipend given for completion of certification	\$1,500 stipend per teacher	Title II
g. Staff will continue to be trained on how to administer the CELDT and Woodcock Munoz test to English Language Learners.	Ongoing AE and VOC staff	No cost		
h. Trained EL coaches will continue to attend professional development activities to assist teachers at the school sites.	Ongoing AE EL Resource Teachers, EL Coaches	No cost		
i. Teachers who will provide instruction in core content areas will continue to receive the professional development and support they require to become Highly Qualified utilizing the Alternative Verification Process for Special Settings (VPSS).	Ongoing AE Directors, principals and teachers	Registration fees for VPSS	\$1,000 per teacher	Title II

<p>j. Teachers will continue to be informed of revisions to the COS. Any new staff will continue to be trained on how to use the COS in placing students in the appropriate curriculum.</p>	<p>Fall 2010-Ongoing AE Directors, principals, teachers</p>	<p>Printing costs</p>	<p>\$2,000</p>	<p>Revenue limits</p>
<p>k. Collaborative team meetings will continue to be held to discuss student work, best practices, benchmarks and student achievement</p>	<p>Ongoing Principals and teachers</p>	<p>Substitutes</p>	<p>See #5b, page 14</p>	
<p>l. PAR Program: Permanent teachers who have received unsatisfactory evaluations will continue to be required to participate in the PAR program. These teachers are assigned to a veteran teacher who exemplifies the CSTP. The veteran teacher will continue to act as a coach and provide necessary training to assist the teacher with their needs.</p>	<p>Ongoing AE Directors, Principals, PAR panel members and consulting teachers</p>	<p>Stipends for teachers on PAR panel and for consulting teachers</p>	<p>\$7,000</p>	<p>PAR funds</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under EETT funds provided thru CTAP that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Professional development activities will continue to be enhanced through the use of technology</p> <ul style="list-style-type: none"> CTAP will provide a list of professional development opportunities through its website, specifically U-Planit, a college prep and career readiness website hosted on KCSOS server. 	<p>Summer 2011 VOC Directors and teachers</p>	<p>Training costs and materials, substitutes</p>	<p>\$12,500</p>	<p>EETT</p>

<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective 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.):</p> <p>a. Professional Development will continue to be provided by CTAP in the areas of Smart Board Technologies, Microsoft Office Suite, and how teachers can best use their computer and the Internet (web apps and tools, searches) to provide instruction to their students.</p> <ul style="list-style-type: none"> • Beginning Teachers will be continue to be trained to use technology to impact classroom instruction to increase student achievement • Classroom teachers will continue to have access to technology and in-service training in the use of technology. <p>b. Staff will continue to be trained on maximizing the use of the new student information system Eagle Aeries.</p>	<p style="text-align: center;">2010-2013</p> <p style="text-align: center;">a. and b. Ongoing Directors, CTAP personnel, principals and teachers</p>	<p style="text-align: center;">a. and b. 25% of EETT funds set aside for professional development</p>	<p style="text-align: center;">a. and b. \$16,700</p>	<p style="text-align: center;">a. and b. EETT, EETT (ARRA) Revenue Limit</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>a. The Professional Development Committee, consisting of teachers, paraprofessionals, principals and other administrators, will continue to conduct an annual survey of staff to determine staff needs and also review student demographic and assessment data. Professional development goals are then established based upon the information gathered and activities are planned accordingly. A ten-year professional development plan has been created and will continue to be updated and revised as needed.</p>	<p style="text-align: center;">Ongoing Staff Development Coordinator, PDT, directors, principals, teachers</p>	<p style="text-align: center;">No extra costs</p>		

<p>b. The SSC, ELAC, DELAC and Parent Advisory Council consisting of teachers, other instructional staff, community members, and parent(s) will continue to review the recommendations of the Professional Development Committee to provide input into staff development decisions.</p>	<p>Ongoing SSC/ELAC/DELAC/ Parent Advisory Council members, teachers, instructional staff, principals, and directors</p>	<p>No extra costs</p>		
<p>c. The County Office will continue to receive RSDSS services through KCSOS RSDSS staff. Consultation and technical assistance will continue to be provided regarding Title I program issues.</p>	<p>Ongoing RSDSS, directors, principals, teachers</p>	<p>No extra costs</p>		
<p>d. Kern County SELPA Consortium will continue to have a Community Advisory Committee for parental input into the special education programs within Kern County.</p>	<p>Ongoing SELPA representatives and advisory committee members</p>	<p>No extra costs</p>		
<p>9. How the LEA will provide training to enable teachers to:</p> <p>a. The County Office will continue to assist teachers in addressing 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;</p> <ul style="list-style-type: none"> • Students' academic or pre-academic ability levels will continue to be assessed upon enrollment and an Individualized Learning Plan and/or IEP will be developed to meet their needs. Strategies such as differentiated instruction, layered curriculum, CLAD/CTEL and SDAIE along with category-specific training for teachers working with disabled students and all other students will be utilized. Professional development will continue to be offered to help teachers develop and refine these specialized strategies including: <ul style="list-style-type: none"> • Curriculum based training • Differentiation of instruction for high priority students • Training in analyzing data and how to use those results to guide instruction. 	<p>Ongoing a. and b.: KCSOS sponsored workshops as well as specialized curriculum and instruction workshops for special education, ELD or general education teachers, which would include CLAD certification training. STAR Reading and Math assessments for all AE and VOC students</p>	<p>a. and b.: Workshop fees, substitute fees, materials, consultants, facility rental costs, meals</p>	<p>a. and b.: \$25,000</p>	<p>a. and b.: Revenue limits, Title II, IDEA</p>

<p>b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</p> <ul style="list-style-type: none"> • Research-based practices in effective classroom management will continue to be integrated in professional development days. Also, staff may attend workshops during the year such as, violence prevention and student behavior management techniques including the following but not limited to: <ul style="list-style-type: none"> • Identifying student triggers and de-escalation strategies workshop • ProACT workshops for all staff will continue to be offered yearly • Threat Assessment workshops • Peer Conflict Mediation 				
<p>c. Involve parents in their child’s education; and</p> <ul style="list-style-type: none"> • All parents will continue to be required to attend orientations upon student enrollment and parent contact will be required when a student begins to demonstrate poor performance or attendance. Progress reports will continue to be sent home and phone calls are made to keep the parent/guardian informed. • Open House will continue to be held annually and biannually at selected school sites. Parents are given the opportunity to meet with their child’s teacher and see the variety of resources that are available to them. • Parents will continue to be provided linkage to Parent Project, a 10 to 16-week parent training program designed specifically for parents of strong-willed or out-of-control adolescent children. • School-Parent Compact and School-Parent Involvement Policy will continue to remain in place to help develop the school-parent relationship. Parents will continue to be invited and encouraged to participate on committees and to take a more active role in their student’s education. 	<p>Ongoing Teachers, principals</p> <p>One to two times a year Directors, principals, all staff</p> <p>Ongoing AE directors, principals, transition counselors</p> <p>Ongoing AE directors, principals, teachers, parents</p>	<p>No extra costs</p> <p>See #6k (page 17)</p> <p>See #6l (page 17)</p> <p>No extra cost</p>		

<p>d. Understand and use data and assessments to improve classroom practice and student learning:</p> <p>Professional Development will continue to focus on the use of data and assessments to improve instruction and learning, address the best practices to meet the needs of targeted students and focus on strategies for learning and engagement. This process will include the use of formative assessments such as writing rubrics and summative assessments, including individual results of the CAHSEE and other standardized tests.</p>	<p>Ongoing Directors, PDT, FIST, principals, teachers</p>	<p>Workshop presenters, staff hourly rates, substitutes</p>	<p>See #2c (pgs. 11/26); #5c pgs. 14/26); & #5g (pgs. 15/30)</p>	
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119 (<i>Qualifications for Teachers and Paraprofessionals</i>):</p> <p>a. New teachers will continue to participate in the BTSA Induction Program. Participants will have a support provider and complete all the Formative Assessment Systems for California Teachers modules, attend required trainings and develop a portfolio of collected artifacts.</p>	<p>Fall 2010-ongoing BTSA Support Providers, participating teachers</p>	<p>Portion of salary/benefits for Support Providers</p>	<p>See #5f(page 14)</p>	
<p>b. Release time for Support Providers and BTSA-Induction teachers will continue to be granted to complete CFASST Modules.</p>	<p>Fall 2010-ongoing Principals, teachers, substitutes</p>	<p>Substitute hourly rates</p>	<p>\$5,000</p>	<p>Revenue limits, BTSA</p>
<p>c. Release time and substitutes for teachers to attend professional development or to observe highly qualified teachers will continue to be granted be given on a monthly basis.</p>	<p>Ongoing Principals, BTSA teachers, substitutes</p>	<p>Substitute costs</p>	<p>\$1,000</p>	<p>Revenue limits</p>
<p>d. The Peer Assistance and Review (PAR) program will continue to provide assistance to identified teachers who need support.</p>	<p>Ongoing Principals, teachers on PAR panel, consulting teachers</p>	<p>Stipends for teachers on PAR panel and for consulting teachers</p>	<p>See #5l, (page 53)</p>	
<p>e. The district will continue to support teachers needing an English Learner Authorization through CTEL Test Preparation or college coursework.</p>	<p>Ongoing Directors, principals, teachers needing CLAD certification</p>	<p>Stipend given for completion of certification</p>	<p>See #5f (page 52)</p>	

<p>f. The district will support teachers needing to become Highly Qualified through:</p> <ul style="list-style-type: none"> • CSET Test Preparation • College coursework • VPSS: The County office will continue to offer one to two week workshops to become highly qualified in the appropriate subject matter. Substitutes are provided for those teachers who need to attend the workshops. Teachers complete lesson plans and have lessons modeled. 	<p>Ongoing Directors, principals, teachers needing to become HQ</p>	<p>Training costs and materials</p>	<p>\$6,000</p>	<p>Title II, IDEA, Revenue limits</p>
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Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • The County Office has a code of conduct policy that is strongly enforced, clearly communicated to students, staff and parents and that supports student learning. • KCSOS works with staff, administrators, parents, students and community members in planning, implementing and assessing the on-going effectiveness of its school safety, drug, alcohol, and tobacco and violence prevention programs. • County Office operated programs have school site safety teams. Team members include students, staff administrators, and agency representatives. The Alternative Education safety plans are reviewed by all staff and approved by the SSC. A clear set of emergency procedures is contained in the Safety Plans on all campuses and regular practice drills are conducted. In addition, staff is CPR trained. • The Alternative Education Department participates in the Kern County Superintendent of Schools Office Tobacco Use Prevention Education (TUPE) quarterly advisory meetings and TUPE related trainings. • Work collaboratively with Kern County Probation Department; Probation Officers stationed at selected Community School sites and at all Court School sites • Parents are provided support through trainings and reading materials provided by the school and/or website. • Transition counselors are in place for Alternative Education students to minimize the negative impact on student achievement due to their high mobility. Transition counselors also facilitate groups, provide counseling and make referrals to Kern County Mental Health as well as accompany students on field trips. • Students have access to mental health counselors on campus at selected sites; all campuses provide linkage through referrals made to Kern County Mental Health. 	<p>Increase staffing in the following areas:</p> <ul style="list-style-type: none"> • Student-to-staff ratio/smaller class size • Probation staff • Support for higher risk students • School Resource Officers • Campus security • Mental health staff and substance abuse counselors • Transition counselors <p>Additional resources:</p> <ul style="list-style-type: none"> • Afterschool programs • Metal detectors • Increased student access to qualified school nurses, counselors, psychologists. • SARB Board • Additional programs or strategies for supporting highly mobile student population. • Improved truancy intervention and prevention services.

<ul style="list-style-type: none">• Parenting program (Cal Safe) available to parenting and/or pregnant teens• Smaller class sizes (than county average), instructional aides, paraprofessionals, campus supervisors, communication devices, surveillance cameras, and classroom phones support learning.• Staff members are trained in Professional Assault Crisis Training and Certification (ProACT) to create a safer learning environment.• Principals attended Risk and Threat Assessment training.• Selected staff trained in conflict mediation.• Visitors must check-in at the front office at all school sites.• Security company hired to patrol Community school sites after hours.• Security measures include audible alarms, additional lighting, radios and cameras.• Wand and metal detectors used at Community School sites.• Random searches of students conducted at Court/Community School sites.• Classroom-based student involvement programs such as conflict mediation and school-wide efforts such as Friday Night Live are in place.• Ongoing data collection on alcohol, tobacco, other drug use and violence (ATODV) through the California Healthy Kids Survey (CHKS), and surveys to assess high priority areas of need. Additional information is gathered on school crime incidents, suspensions, expulsions, discipline, referrals, and truancy (Uniform Management Information Reporting System/UMIRS).	
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Environments Conducive to Learning (Activities):

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

ACTIVITIES
<ul style="list-style-type: none">• Project 180 (CalGRIP grant/state funded): Gang prevention group that works closely with our most at-risk students. They offer mentorships, after school programs, youth development workshops, gang diversion programs, and teach life skills.• Project ALERT (Title IV funded): 14-lesson curriculum used to inform middle school aged students about alcohol and drug abuse.• Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students/Title IV funded): As part of Project HYPE, mental health therapists meet with various small groups of students. Curriculum includes Voices (gender specific for girls), Men's Work (gender specific for boys), and ART/TPS (Aggression Replacement Training/Teaching Pro-Social Skills).• Safe Schools/Healthy Students: This federally funded grant provides for mental health therapists to conduct anger management and drug counseling services for our students, as well as a family advocate to assist students with clothing, transportation, food, etc.• Kern Serve (CalServe Initiative): A \$500 mini-grant was awarded to four elementary teachers. Three of the teachers are using the funds to build a garden to grow vegetables which will be taken to the Bakersfield Homeless Shelter. The fourth teacher started a peer reading and taping project to help struggling readers. Additionally, several other mini grants have been awarded to teachers.• A two-year grant (funded through the CalGRIP Initiative) as part of the KCSOS Safe Streets Partnership provides services to students who display anti-social behaviors.• Drug Free Youth Summit (state funded): Selected students attend short, informational workshops on prevention activities that they can implement at school.• Comprehensive Sexual Health & HIV/AIDS Instruction (state funded)• Peer Conflict Mediation (Title IV funded/SSVP): Students of the same age group learn to facilitate resolving disputes among their peers.• Family Life Education (Community College grant funded; Teen Pregnancy Prevention and Outreach/Prop. 10 funded): This program provides the necessary knowledge and skills to allow family units to function positively and effectively.

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA’s strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • The County Office has a code of conduct policy that is strongly enforced, clearly communicated to students, staff and parents and that supports student learning. • KCSOS works with staff, administrators, parents, students and community members in planning, implementing and assessing the on-going effectiveness of its school safety, drug, alcohol, and tobacco and violence prevention programs. • County Office operated programs have school site safety teams. Team members include students, staff administrators, and agency representatives. The Alternative Education safety plans are reviewed by all staff and approved by the SSC. A clear set of emergency procedures is contained in the Safety Plans on all campuses and regular practice drills are conducted. In addition, staff is CPR trained. • The Alternative Education Department participates in the Kern County Superintendent of Schools Office Tobacco Use Prevention Education (TUPE) quarterly advisory meetings and TUPE related trainings. • Work collaboratively with Kern County Probation Department; Probation Officers stationed at selected Community School sites and at all Court School sites • Parents are provided support through trainings and materials provided by the school and/or website. • Transition counselors are in place for Alternative Education students to minimize the negative impact on student achievement due to their high mobility. Transition counselors also facilitate groups, provide counseling and make referrals to Kern County Mental Health as well as accompany students on field trips. • Students have access to mental health counselors on campus at selected sites; all campuses provide linkage through referrals made to Kern County Mental Health. • Parenting program (Cal Safe) available to parenting and/or pregnant teens • Smaller class sizes (than county average), 	<ul style="list-style-type: none"> • Based on data from the 2009-2010 UMIRS Report: (Total # of students enrolled = 2,105) Rate of violence = 18% Rate of drugs = 7% Rate of other offenses = 2% (i.e. damaged property, disruption, etc.) <p>As a result of this data, our needs are as follows:</p> <p>Increase staffing in the following areas:</p> <ul style="list-style-type: none"> • Student-to-staff ratio/smaller class size • Probation staff • Support for higher risk students • School Resource Officers. • Campus security • Mental health staff and substance abuse counselors • Transition counselors <p>Additional resources:</p> <ul style="list-style-type: none"> • Afterschool programs • Metal detectors • Increased student access to qualified school nurses, counselors, psychologists. • SARB Board • Additional programs or strategies for supporting highly mobile student population. • Improved truancy intervention and prevention services. • Parent and community member involvement in designing a comprehensive prevention program, though addressed in a general way at the consortium level, is an on-going challenge due to the geographic size of the county and the transitory nature of the student population we serve.

instructional aides, paraprofessionals, campus supervisors, communication devices, surveillance cameras, and classroom phones support learning.

- Staff members are trained in Professional Assault Crisis Training and Certification (ProACT) to create a safer learning environment.
- Principals attended Risk and Threat Assessment training.
- Selected staff trained in conflict mediation.
- Visitors must check-in at the front office at all school sites.
- Security company hired to patrol Community school sites after hours.
- Security measures include audible alarms, additional lighting, radios and cameras.
- Wand and metal detectors used at Community School sites.
- Random searches of students conducted at Court/Community School sites.
- Classroom-based student involvement programs such as conflict mediation and school-wide efforts such as Friday Night Live are in place.
- Ongoing data collection on alcohol, tobacco, other drug use and violence (ATODV) through the California Healthy Kids Survey (CHKS), and surveys to assess high priority areas of need. Additional information is gathered on school crime incidents, suspensions, expulsions, discipline, referrals, and truancy (UMIRS).

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

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

Prevention Program Performance Indicators (4115(a)(1)(B)):

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

Note: Due to the transient nature of the students we serve, the information obtained from the survey is not reliable data and therefore does not provide an accurate analysis of our program.

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 2/15/10 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by: 1%	5 th 72 % 7 th 72 %	5 th 71 % 7 th 71 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: 1%	7 th 48 % 9 th 48 % 11 th 48%	7 th 47 % 9 th 47 % 11 th 47 %
The percentage of students that have used marijuana will decrease biennially by: 1%	5 th 87 % 7 th 87 %	5 th 86 % 7 th 86 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by: 1%	7 th 62 % 9 th 62 % 11 th 62 %	7 th 61 % 9 th 61 % 11 th 61 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by: 1%	7 th 66 % 9 th 66 % 11 th 66 %	7 th 65 % 9 th 65 % 11 th 65%

<p>The percentage of students that feel very safe at school will increase biennially by: 1%</p>	<p>5th 18 % 7th 18 % 9th 18 % 11th 18%</p>	<p>5th 19 % 7th 19 % 9th 19 % 11th 19 %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: 1%</p>	<p>7th 11 % 9th 11 % 11th 11 %</p>	<p>7th 10 % 9th 10 % 11th 10 %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by 1% from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>70.4%</p>	<p>69%</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: 2/15/10 Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: 1%</p>	<p>5th 22 % 7th 22 % 9th 22 % 11th 22 %</p>	<p>5th 23 % 7th 23 % 9th 23 % 11th 23 %</p>

<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by: 1%</p>	<p>5th 29 % 7th 29 % 9th 29 % 11th 29 %</p>	<p>5th 30 % 7th 30 % 9th 30 % 11th 30 %</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: 1%</p>	<p>5th 6 % 7th 6 % 9th 6 % 11th 6 %</p>	<p>5th 8 % 7th 7 % 9th 7 % 11th 7 %</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by: 1%</p>	<p>5th 17 % 7th 17 % 9th 17 % 11th 17 %</p>	<p>5th 18 % 7th 18 % 9th 18 % 11th 18 %</p>

Other Performance Measures

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

<p>LEA Specified Performance Measures _____</p> <p>(Process to Collect Data)</p>	<p>Performance Indicator Goal</p>	<p>Baseline Data</p>
<p>N/A</p>		

Science Based Programs [4115 (a)(1)(C)]:

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project ALERT	ATODV	6 th -8 th	45	08-09	08-09	08-09
Project SUCCESS	ATODV	6 th -12 th	65	08-09	08-09	08-09
Too Good for Drugs	AODV	K-6 th	40	08-09	08-09	08-09

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	Alcohol, Tobacco, Other Drugs, Violence	Grades 7-12
	Conflict Mediation/Resolution		
X	Early Intervention and Counseling	Alcohol, Tobacco, Other Drugs, Violence	Grades K-12
	Environmental Strategies		
X	Family and Community Collaboration	Alcohol, Tobacco, Other Drugs, Violence	Grades K-12
	Media Literacy and Advocacy		
X	Mentoring	Alcohol, Tobacco, Other Drugs, Violence	Grades K-12
X	Peer-Helping and Peer Leaders	Alcohol, Tobacco, Other Drugs, Violence	Grades 5-9
X	Positive Alternatives	Alcohol, Tobacco, Other Drugs, Violence	Grades 5-12
X	School Policies	Alcohol, Tobacco, Other Drugs, Violence	Grades K-12
X	Service-Learning/Community Service	Alcohol, Tobacco, Other Drugs, Violence	Grades 5-12
X	Student Assistance Programs	Alcohol, Tobacco, Other Drugs, Violence	Grades 5-12
	Tobacco-Use Cessation		
X	Youth Development Caring Schools Caring Classrooms	Alcohol, Tobacco, Other Drugs, Violence	Grades 5-12
	Other Activities		

Promising or Favorable Programs [4115 (a)(3)]:

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

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

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

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

Analysis of Data for Selection of Programs and Activities [4115 (a)(1)(D)]:

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of UMIRS, CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The County Office has selected the following program for implementation: Project ALERT for grades 6-8, Project SUCCESS for grades 6-12, and Too Good for Drugs for grades K-6. Our school site safety committees reviewed relevant data, including UMIRS, CHKS, CSSA data, law enforcement data and suspension reports. It was determined based on our review of needs assessment data that two areas of concern should be addressed: inappropriate behaviors including fighting warranting disciplinary action and/or suspension, and substance abuse. The selected programs from Appendix C were consistent with the Federal Principles of Effectiveness and it has been shown to be effective in usage with similar demographic student populations. Based on input from staff, parents, students and administrators, the areas of focus will be reductions in fighting/violence prevention, and substance abuse prevention. We have selected Project ALERT, Project SUCCESS, and Too Good for Drugs because they are interactive in nature, effective at reducing ATOD use and are motivational for adolescents. We have selected supplementary programs from Appendix D to provide a comprehensive prevention program to address all identified areas of need and to incorporate research-based prevention activities based on the Youth Development model. The activities selected from Appendix D are: After School Programs, Conflict Mediation/Resolution, Early Intervention and Counseling, Family and Community Collaboration, Mentoring, Peer-Helping and Peer Leaders, Positive Alternatives, School Policies, Service Learning, Student Assistance Programs and Youth Development. We believe that in combination with the science-based prevention programs listed above, these youth development, peer relation building and school-connectedness types of efforts will make a difference in the identified areas because these programs will be implemented county-wide and local training and support are available through the Kern County Superintendent of Schools Office Title IV/TUPE Consortium.

Evaluation and Continuous Improvement [4115 (a)(2)(A)]:

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, and other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

An evaluation of program effectiveness will be conducted on an annual basis and reviewed by the school site safety committee. The evaluation will involve an analysis of CHKS survey results, CSSA/UMIRS data, truancy/tardy rates, suspension rates, and discipline referrals. Operational aspects of the program will be evaluated through the collection of process data (# teachers trained, lesson delivery logs), and the results will be used to refine, improve, and strengthen the program, as deemed appropriate by the Program Advisory Group (School Site Council). KCSOS Alternative Education Department will conduct the CHKS core and resiliency modules in fall 2009 and will continue to use it every other year as required. These data sources will be analyzed by the school site safety committees to gauge on-going program effectiveness and ascertain areas of concern. This data will be formulated into the SDFSC/TUPE Annual Report and action steps will be determined to refine, improve and strengthen the program.

Use of Results and Public Reporting [4115 (a)(2)(B)]:

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Results of the KCSOS SDFSC and TUPE program performance measures will be reported to the Program Advisory Group (School Site Council) by the school site safety committee chairperson. They will also be reviewed by the School Site Safety Committees, will be included in our School Accountability Report Cards, and will be posted on our web-site. The purpose of this annual report of progress on the performance measures will be to provide feedback on the proposed plan of action and provide an opportunity for parent and community input in order to improve and strengthen the program.

Mandatory Safe and Drug Free Schools and Communities [4114(d)(2)(E)]:

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

The Kern County Superintendent of Schools Office Alternative Education program is a member of the Kern County Superintendent of Schools Office (KCSOS) Substance Abuse Prevention Education Consortium for Title IV and TUPE. As a consortium member, we are invited to participate in any or all of the extensive trainings and activities that KCSOS offers. After reviewing the needs of our program, our Program Advisory Group/SSC decided to target our SDFSC and TUPE funds on Project ALERT, Project SUCCESS, and Too Good for Drugs, which in turn will be targeted at the 7th grade because that is where our advisory committee determined we showed the greatest need. Greatest need was determined by looking at student survey data and local law enforcement data that showed the most frequent age of onset of substance use was 7th grade and this was the age at which the incidence of violent behaviors began to increase most rapidly. SDFSC and TUPE funds will be utilized to pay for the implementation of the three previously mentioned science-based programs, including curriculum materials, training costs, and substitute teacher reimbursements.

Coordination of All Programs [4114 (d)(2)(A)]:

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The KCSOS Alternative Education program is a member of the Kern County Superintendent of Schools Office Substance Abuse Prevention Education Consortium for Title IV and TUPE. As a consortium member, we are represented by the County Title IV/TUPE Coordinator at numerous county-wide meetings with collaborative prevention and law enforcement partners and at county-wide meetings to coordinate efforts with other federal and state categorically funded education programs. The KCSOS Title IV/TUPE coordinator serves as the chairman of the Kern County Prevention Education Partnership Advisory (KCPEP) Committee; he is a member of the Kern County Mental Health (ADP) Substance Abuse Prevention Advisory Committee; he is the President of Community Action Against Drug and Alcohol Abuse, a local non-profit coalition; he is the chairman of the American Cancer Society Great American Smoke-out Planning Committee; he is the co-chair of the Kern County Drug Free Youth Summit; he is a member of the Kern County CNET Committee (categorical network for school categorical program administrators); member of the ASAP Coalition (Adolescent Substance Abuse Project-a coalition formed to obtain grant funding to augment adolescent substance abuse treatment placement options); member of the Kern County School Safety and Violence Prevention Advisory Committee; member of the Kern County Threat Assessment Committee; member of the Kern County Tobacco Free Coalition; member of the Leaders in Life Youth Conference Planning Committee. Representation at these meetings on behalf of member districts helps to reduce duplication of services and enhances the effectiveness of local prevention programs. KCSOS Alternative Education program staff members meet regularly with the county-wide categorical program coordinators and weekly with the High Risk Youth Offender collaborative along with other local prevention service providers. Our school site safety committees meet with local law enforcement representatives to determine what local prevention resources are available and how best to use AB 658/Safe Schools and Violence Prevention Act funding to increase program effectiveness and reduce duplication of services.

Parent Involvement [4115 (a)(1)(e)]:

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are required to attend an orientation meeting with their student upon enrollment in many KCSOS Alternative Education Programs. This orientation meeting involves dissemination of information including school discipline policies and available prevention and intervention programs and student support services. Parents are involved in the Program Advisory Group/SSC and help guide prevention program planning decisions based on student needs and analysis of data. Also, parent feedback on school safety issues and input on prevention program planning takes place on the school site safety committees as part of the annual process of determining priorities for program planning and staff training. Policies and procedures are in place for regular parent contact regarding student behavior and attendance issues. Parents are notified of progress on Title IV and TUPE performance indicators through the School Accountability Report Card (SARC) on the County Office program web-site. Parents can access the list of prevention programs and provide input at the County Office website. Other notification procedures on such issues as "Parent Choice options" and Safe Schools Status are in place to meet the required timelines indicated by NCLB.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

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

1. Referral to perinatal and related support services through the Kern County Superintendent of Schools Office Health Services Coordinator and/or program nurse, and from local Cal-SAFE and Adolescent Family Life Programs;
2. Outreach services and assessment of smoking status through referrals to the Kern County Department of Public Health-Tobacco Education Program, and from local Cal-SAFE and Adolescent Family Life Programs;
3. Individualized counseling and advocacy services through referrals to Kern County Mental Health service providers;
4. Access to motivational messages to avoid smoking or chewing tobacco as part of the regular site TUPE program during school assemblies and classroom presentations; specific examples include "Diary of a Teenage Smoker: Why Girls Start Smoking and How They Quit" (video and activity booklet available from the Kern COE TUPE Coordinator);
5. Cessation services, if appropriate from local cessation service providers via referrals to the Kern County Department of Public Health-Tobacco Education Program, cessation contact lists compiled by the Kern COE TUPE Coordinator and the toll-free 1-800-no-butts statewide tobacco cessation information, and "I Decide: Youth Tobacco Cessation" training and materials available from the Kern COE TUPE Coordinator;
6. Incentives to maintain a healthy lifestyle listed in tobacco prevention materials distributed as part of the regular site TUPE program;
7. Follow-up assessment, if necessary, through referrals to local physicians listed by the Kern County Department of Public Health-Tobacco Education Program;
8. Maintenance and relapse prevention services, if necessary, through referrals to local physicians listed by the Kern County Department of Public Health-Tobacco Education Program.

Once pregnant minors or minor parents are identified by staff members, they are referred to a Prop. 10 nurse, therapist, or family advocate who assesses what services are needed, including whether the minor uses tobacco or has family members who use tobacco products. The Prop. 10 staff member provides case management to the adolescent assuring that services are either directly provided or linkages are completed. TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

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

Position/Title	Full time equivalent
<p>The KCSOS Alternative Education Department participates in the Kern County Superintendent of Schools Office Tobacco Use Prevention Education (TUPE) quarterly advisory meetings and TUPE related trainings. The COE TUPE County Coordinator and the TUPE Program secretary to the Coordinator are partially funded from COE TUPE CTALF Administrative funds and these funds to support TUPE programs across Kern County.</p>	<p>Two staff members at .20 FTE (TUPE CTALF Administrative funding/.80 FTE Mental Health Services Act-Prevention & Early Intervention program funding/Prop. 63)</p>

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)	A) Every student attends an orientation with a parent or guardian. Credit standing, graduation requirements and expectations are discussed. Options such as intervention classes, CAHSEE tutorials and 9 th grade status are also discussed.	A) AE, VOC: K-12 students	2010-2013 Current and Ongoing A) Teachers, principals, parents, students	A) & B) 100% of students have ILP's	A) Revenue Limits
	B) An ILP is created at the orientation appointment for every student to ensure that progress towards graduation is being made.	B) AE, VOC: K-12 students	B) Principals and teachers, parents and students		B) Revenue Limits
	C) Transcript evaluations and completed graduation checks for seniors.	C) AE, VOC: All 12 th graders	C) Principals, teachers and transition counselors	C) 100% of high school students will have transcript evaluations and 100% of second-semester seniors will have graduation credit checks	C) Revenue limits
	D) Regular progress reports are sent home to parents	D) AE, VOC: K-12 students	D) Teachers	D) Progress reports will be sent home to all parents when requested	D) Revenue limits

	<p>E) CAHSEE tutorials</p> <p>F) Collaboration with IHLs to promote college enrollment, financial aide, career awareness and importance of graduation to goal attainment</p> <p>G) Students who are exiting a court program meet with stakeholders (transition counselor, probation, mental health and parents) to decide the best educational placement for the student.</p> <p>H) All seniors will be encouraged to complete a elective course in work development skills prior to graduation to assist in post secondary employment</p>	<p>E) VOC, AE 11th – 12th grade students</p> <p>F) AE, VOC: 9th – 12th grade students</p> <p>G) All AE, VOC, students transitioning from court schools</p> <p>H) AE, VOC 12th graders</p>	<p>E) Teacher, classified tutors and students who have not passed CAHSEE</p> <p>F) Principals, teachers, IHL</p> <p>G) teachers, AE students, parents, transition counselor, probation and mental health staff</p> <p>H) Job Developer, seniors, teachers</p>	<p>E) 100% of students who have not passed the CAHSEE will be provided tutorials and intervention materials to assist them to pass</p> <p>F) 100% of graduating seniors will be offered at least contact with a post-secondary institution</p> <p>G) Students transitioning from Court school may attend a pre-release meeting to decide best educational placement</p> <p>H) By 2011-2012 graduates will complete a work development course and leave with a portfolio to help with job prospects</p>	<p>E) Title 1, Part A, Revenue Limits</p> <p>F) Revenue Limits, ARRA EETT</p> <p>G) Revenue limits</p> <p>H) Revenue limits</p>
<p>5.2 (Dropouts)</p>	<p>A) Students who are dropped from school on Step 3 after receiving their third step (Academic Probation) are encouraged to re-enroll in school as soon as possible.</p> <p>B) KCSOS provides innovative educational</p>	<p>A) AE students</p> <p>B) AE, VOC, K-12 students;</p>	<p>2010-2013 Current and ongoing</p> <p>A)Admins, teachers, school clerks, ed associate, students, parents</p> <p>B) Teachers, principals</p>	<p>A) All AE students who are dropped from school for non performance and/or non attendance</p> <p>B) Teacher/Pupil/ ratio to remain lower than county</p>	<p>A) Revenue limits</p> <p>B)Revenue limits, Title IC, and</p>

	<p>alternatives for students whose educational needs and/or learning styles have not been addressed in their districts. KCSOS offers home schooling, RSP special education services and special education work experience programs, a media arts academy, supplemental instruction to migrant students, ROP, independent study, and classroom instruction with an individualized focus and low student-to-teacher ratio.</p>	<p>ROP: 16- adult</p>		<p>district schools</p>	<p>other state/federal funding sources as applicable</p>
	<p>C) Dropout Recovery, outreach, mentoring, and other support/service referrals as well as offering direct instruction</p>	<p>C) AE: 9-12 students</p>	<p>C) Current/ongoing KCSOS works in collaboration with Kern High School District & Mental Health Dept. AE utilizes probation dept. support as well as Prop 10 staff for pregnant/parenting teens and provides WIA services.</p>	<p>C) Increase services to out of school youth by 50%</p>	<p>C) Revenue limits, Title I</p>
	<p>D) Student organizations: clubs, councils, Friday Night Live, school-sponsored events</p>	<p>D) VOC AE, students</p>	<p>D) Students & staff, Community collaboratives</p>	<p>D) 50% of the students will participate in student organizations or activities</p>	<p>D) Revenue limits</p>
	<p>E) Collaboration with school districts in Kern County to address drop-out issues and maintenance of County-Wide Plan for Expelled Students</p>	<p>E) AE students</p>	<p>E) Administrators, teachers, clerical staff</p>	<p>E) The Countywide Plan for Expelled Students will be reviewed and updated</p>	<p>E) Revenue limits</p>
	<p>F) Transition counselors are available at most school sites to assist teachers, parents and students with dropout prevention.</p>	<p>F) AE students</p>	<p>F) Transition counselors</p>	<p>F) Students who are in need of assistance will meet with the transition counselor</p>	<p>F) Title I A and D</p>
	<p>G) Project 180</p>	<p>G) AE 7-8 graders</p>	<p>G) Teachers, transition counselors</p>	<p>G) Eligible students will participate in</p>	<p>G) Revenue limits</p>

				<p>after school activities provided by Project 180</p>	
	H) Reach for Greatness	H) AE students	H) Counselors and Teachers	H) Students who are identified will be referred to the Reach for Greatness program	H) Revenue limits
	I) Teachers remain in contact with parents and outside agencies such as probation/DHS to encourage continued success.	I) students	I) Teachers, administrators	I) Reduce truancy, keep students on track to graduate	I) Revenue Limits
	J) Jobs Plus and Job Developer help students see what potential opportunities await them after they graduate.	J) AE 12 th grade students	J) Job Developer, Jobs Plus staff, teachers	J) Students who need employment opportunities	J) Revenue Limits
	K) Monitor attendance	K) AE students	K) Clerical staff, teachers, attendance data clerk, administration	K) Reduce truancy and improve graduation rate by ?%	K) Revenue Limits
	L) Encourage adult students who are in danger of dropping out to attend the adult school or take their GED. Other alternatives include the CSTP	L) AE students ages 17-22	L) Teachers, transition counselors	L) Students will enroll at the Adults School, sign up for the GED or the CSTP	L) Revenue Limits
	M) Refer teenaged mothers to CAL Safe	M) AE pregnant and parenting students	M) Teachers, CAL Safe staff, administration	M) Pregnant and parenting teenagers will participate in the Cal Safe program	M) Revenue Limits
	N) AE allows for open entry and permits students to enroll any day to earn credits.	N) AE students	N) Principals, parents, students	N) Students will be enrolled in school	N) Revenue Limits
	O) 14 students have taken advantage of SES	O) AE students	O) Transition Counselors, tutoring providers	O) Students will receive tutoring to increase their reading and math	O) Title I, part A

	<p>P) Valley Oaks holds Career Days throughout the school year to cover the 15 career clusters</p> <p>Q) Valley Oaks students go on field trips to colleges</p>	<p>P) VOC students</p> <p>Q) VOC students</p>	<p>P) Director, principal and teachers</p> <p>Q) Principals and teachers</p>	<p>levels</p> <p>P) Students will be exposed to the 15 different career clusters and be exposed to the different careers available</p> <p>Q) Students will be exposed to Institutes of Higher Learning after graduation</p>	<p>P) Revenue Limits</p> <p>Q) Revenue Limits</p>
<p>5.3 (Advanced Placement)</p>	<p>A) For students who have a higher ability level they are referred to IHL for concurrent enrollment.</p> <p>B) Provide AP courses in core high school subjects through APEX</p>	<p>A) AE, VOC: K-12 students grades 10-12</p> <p>B) VOC 9th-12th students</p>	<p>Current/Ongoing</p> <p>A) Principals, teachers</p> <p>B) Principals, teachers</p>	<p>A) Students will be enrolled in IHL to earn credits for high school or college</p> <p>B) \$8,000 All core subjects will be aligned with AP requirements</p>	<p>A) No cost</p> <p>B) Revenue limits</p>

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, “Eligible School Attendance Areas.”	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>KCSOS identifies the number of children eligible for free and reduced lunch programs and is meeting this requirement through information received from parents.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>KCSOS received a “ranking exemption” to exclude Court School due to the availability of Title I, Part D funds for Court School.</p>

**Additional Mandatory Title I Descriptions
(continued)**

<p>Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Sections 1114, “School-wide Programs,” and/or Section 1115, “Targeted Assistance Schools.” Direct-funded charters and single school districts, if conducting a school-wide program authorized under Section 1114, may attach a copy of the School-wide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on School-wide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For school-wide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. School-wide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. 	<p>N/A</p>

<ul style="list-style-type: none"> • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p><u>Effective methods and instructional strategies</u></p> <ul style="list-style-type: none"> • EDI • RTI2 • Maximizing instructional time by teaching bell-bell • Thinking Maps • Fab Vocab! <p><u>Extended learning time strategies</u></p> <ul style="list-style-type: none"> • Year round school • Enrichment opportunities • SES tutoring <p><u>Strategies that minimize removing children</u> Intervention classes for English, math and CAHSEE are part of the regular school day.</p> <p>Also, CAHSEE support classes are offered to assist those seniors and juniors who have not passed one or both portions of the exam.</p> <p>A Senior class is held for students who are completing their last few requirements to obtain their high school diploma.</p> <p>Special Education and English Language Development Teachers use push in rather than pull out programs.</p> <p><u>Instruction by highly qualified teachers.</u> 100% of the teachers that qualify to become Highly Qualified</p>

	<p>through the VPSS process have been trained and are HQ for their assignments.</p> <p><u>Professional development</u></p> <p>Professional development will be encouraged and supported by working to secure the services of trained individuals to provide a variety of research-based professional development activities including:</p> <ul style="list-style-type: none">• RTI2• Thinking Maps• Fab Vocab!• EDI <p>Additional professional development:</p> <ul style="list-style-type: none">• Classroom coaching• Write to Learn• KCSOS provided AB 430 training and principal’s coaching will assist site administrators in becoming more effective instructional leaders. <p><u>Parental involvement</u></p> <ul style="list-style-type: none">• Open House• ELAC/DELAC• SSC• Annual Notice to Parents/Guardians• Parent Resources Link on Website• School-Parent Compacts• School-Parent Involvement Agreement• Participation in conferences and parent trainings is encouraged and supported, including participation in the 10-week Parent Project.
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Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>Title I, Part A targeted students will be those Community School students whose reading and/or math scores on the Star Renaissance test indicate student ability levels that are three or more years below grade level. All students are assessed upon enrollment and the results from those assessments are disseminated to each student’s teacher. An ILP is created for each student to address individual needs. Those students who meet the Title I targeted criteria will have an ILP that denotes that information. This information will be placed into the Aeries student management system for access by any alternative education program.</p> <p>The funding provided by Title I, Part D (Delinquent) serves the Alternative Education Students institutionalized in one of the Juvenile Court School Programs, either sheltered or incarcerated. While students are institutionalized, KCSOS school site teachers and administrators, who work in conjunction with the institution staff, direct their educational program. Students are assessed in reading and mathematics upon entry into an institution’s school program and an ILP is developed. If remediation is indicated, a student’s academic program (ILP) is supplemented, as indicated.</p> <p>The district will use multiple measures to identify students in targeted assistance schools: CST scores, CELDT scores, CAHSEE</p>

	<p>scores, teacher generated tests, curriculum embedded assessments, transcripts, and teacher observations.</p> <p>Administrators, counselors and select department chairs/teachers, as well as IEP teams in some cases, are involved in making decisions regarding which students will receive services.</p> <p>All students are given the opportunity to be referred for Supplemental Education Services.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>KCSOS has appointed a district liaison to provide services to homeless children. Immediate enrollment occurs for all homeless students. Homeless students are able to remain in their school of origin. Transportation fees are waived for homeless students and through the McKinney-Vento Base Grant and the McKinney-Vento ARRA funds, city bus passes are made available for students who are in need. The County Office also provides training to other districts on the McKinney-Vento Base Grant.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>As part of the Alternative Education Program, a community day program provides daily classroom instruction for neglected, abused and abandoned children, and offers short term educational services to students in transitions to foster care or other home placements. Using Part D funds they are getting the same local instruction.</p>

Additional Mandatory Title I Descriptions

(continued)

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

	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p>The Alternative Education Department of the Kern County Superintendent of Schools Office provides support and guidance to its programs on a regular basis in many areas including personnel, professional development, curriculum and instruction, technology, and school safety. The means of support include the following:</p> <ul style="list-style-type: none"> • Workshops for staff • Contracting with professional experts for in-house and external consultations • The County Office of Education Curriculum and Instruction Division (RSDSS-Regional Systems of School and District Support) • A technology support staff within Alternative Education and KCSOS <p>If an Alternative Education school falls into Program Improvement, the alternative education department, as an LEA, in conjunction with KCSOS, will assist that school utilizing available financial and personnel resources.</p> <p>Both internal and external consultants would be accessed to provide an in-depth review of student achievement data, curriculum and instruction and school leadership. The LEA would assist the school in preparing a plan for corrective measures and would help ensure that the plan is implemented, reviewed and revised, if necessary.</p>

	<p>Workshops are held by RSDSS to assist schools in PI to develop their Single Plan for Student Achievement and are available to answer any questions regarding PI.</p> <p>The School Site Council analyzes testing data and performance of students. Parents and students are involved in the School Site Council and assist in the development of the Single Plan. The budget is analyzed and revised as needed with input from the School Site Council.</p>
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Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>Written notification is provided from the LEA to parents. The Alternative Education Program serves incarcerated, expelled and special education students with intensive needs. Parents are notified that supplemental services are available and are given a list and description of state approved providers to select from. School choice is offered; however, due to the structure of the Alternative Education Program school choice is not an available option.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Due to the structure of our program and the population we serve, school choice is not an option. All students may apply for SES; however, the LEA spent less than 3% of SES set aside for 2010-2011 school year. For choice and SES, priority will be given to the lowest achieving students from low-income families. Indicators used to refer students to SES services include: student achievement on the CAHSEE, ELA and math CST ‘s and credits earned.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>Please refer to performance goal 3. There is a statewide shortage of fully certified Special Education teachers. The district hosts and participates in recruitment fairs, web postings and recruits from universities to ensure the hiring of NCLB Highly Qualified teachers.</p> <p>The County Office maintains a working relationship with human resources and keeps resumes and applications on file for prospective teachers.</p> <p>Teachers who have been hired and need to become HQ will receive support for training, tutorials, college course work, and/or the VPSS process. Coordination will be provided by the human resources department, working with educational services and the site principals.</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.</p>	<p>Efforts to prepare parents to be involved in the schools and in their children’s education by providing: parent workshops, conferences, field trips, annual training for policies, procedures and governance.</p> <ul style="list-style-type: none"> • Title I will provide supplemental services to all identified participating schools to coordinate resources as identified in their school plans. • School-Parent Compacts

- | | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• School-Parent Involvement Agreement• Parent compacts are required of all students. Parents are invited and encouraged to get involved on committees and to play an active role in their student's education.• Parent Project• SSC• ELAC/DELAC |
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Additional Mandatory Title I Descriptions

(continued)

<p>Coordination of Educational Services</p> <p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>KCSOS provides seamless transitions for students both within programs and between programs and school districts. Pre-school students with disabilities are re-assessed prior to transitioning to school-age classes and IEP meetings are held to determine appropriate placement either within district or KCSOS programs. Some students served by the Neglected and Delinquent programs are provided transition counseling and all Alternative Education high school students are transitioned back to their districts with copies of critical academic records. The teaching staff for ELL students is the same staff that provides the student’s academic program. High quality English language instruction will be provided using scientifically based research and intervention curriculum <i>Inside</i> and <i>Edge</i>. A Professional Development plan has been created that addresses the identified needs as indicated in the Comprehensive Needs Assessment and other district surveys.</p> <p>Even Start –N/A Head Start – N/A Reading First – N/A</p>

	Early Reading First – N/A Other preschool programs – N/A Migrant Education – N/A Neglected & Delinquent – N/A Native American – N/A
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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

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th 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 and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

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

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) Have the lowest proportion of highly qualified teachers;
(B) Have the largest average class size; or
(C) Are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; 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 to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

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

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

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

Other

58. The LEA assures that a minimum of 95% 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

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

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

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

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

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

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

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

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

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

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

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

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs

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

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

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

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earls court Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D

Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C

<u>Tobacco-Free Generations</u>	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B