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MISSION AND GOALS

OUR MISSION STATEMENT
The Santa Clara County Office of Education is committed to serving, inspiring and promoting student and public school success.

OUR GOALS
- Improve student equity and reduce access discrepancies to high quality education
- Provide support to districts, communities, schools and students
- Be a premier employer
- Improve organizational effectiveness and efficiency
Vision...
To be “models of excellence in student learning and well-being” we are committed to instruct, inspire and support our students by providing opportunities for them to discover their potential, develop their character, and maximize learning so they may become independent, life-long learners and productive citizens.

Mission...
Our students will learn in a personalized environment that fosters human dignity and promotes academic, social, emotional and personal success.
## 2014-15 Contact Sheet
### Alternative Education Department Student Services Branch

<table>
<thead>
<tr>
<th>Alternative Education Department</th>
<th>Student Services</th>
<th>Accounting</th>
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</thead>
<tbody>
<tr>
<td>Yvette Irving, Director III</td>
<td>Mary Ann Dewan, Chief Schools Officer</td>
<td>Jackie Durham, Controller</td>
</tr>
<tr>
<td>Nicky Ramos-Beban, Assistant Director</td>
<td>Lida Vazquez, Manager, Categoricals</td>
<td>Revenue Accountant, Jerome Alipio</td>
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<tr>
<td>TBD, TOSA Math/Science</td>
<td>Mike Ramer, Senior Executive Assistant to Chief Schools Officer</td>
<td>Accounts Payable, Fanny Chung</td>
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<tr>
<td>TBD, TOSA ELA/Social Science</td>
<td>Erona Arroyo, Office Coordinator</td>
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<tr>
<td>Maria Magana, TOSA English Language Development</td>
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<tr>
<td>Melissa Wondah, Administrative Assistant III</td>
<td>Sonja House, Supervisor</td>
<td>Linda Wedding, Administrative Assistant III</td>
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<tr>
<td>FAX - Alt-Ed</td>
<td>Marilyn DeRouen, FYS Liaison</td>
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<tr>
<td>Student Enrollment / Transition Center</td>
<td>Tonya Robertson, FYS Liaison</td>
<td>Risk Management</td>
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<tr>
<td>Norma Bayless, Transition Coordinator</td>
<td>Shannon McIntosh, FYS Liaison</td>
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<td>Fax</td>
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<tr>
<td>Michelle Palacios, Transition/Student Specialist</td>
<td>Yolanda Gomez/Netta Hernandez, Sub Finder</td>
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| FAX | 573-3202 |  |
| Fax | 573-3204 |  |

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<tr>
<th>SITE</th>
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<th>PHONE</th>
<th>FAX</th>
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<th>Aeries</th>
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<tr>
<td>Blue Ridge @ James Ranch</td>
<td>7 to 12</td>
<td>573-3030</td>
<td>779-4650</td>
<td>371</td>
<td>Tara Strong - Lucy Patereau (x1530)</td>
<td>19050 Malaguerra Rd., Morgan Hill 95037</td>
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<td>Independent Studies @ Snell</td>
<td>7 to 12</td>
<td>573-3200</td>
<td>573-3201</td>
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<td>David Wong - Blanca Morales (x1520)</td>
<td>3550 Snell Ave., San Jose, 95136</td>
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<td>Sundi Community School &amp; EDGE Program</td>
<td>6 to 12</td>
<td>573-3250</td>
<td>294-5553</td>
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<td>Jesse Ramos - Elva Ruz</td>
<td>258 Sunol St., San Jose 95126</td>
<td>Sunol 8/EDGE 66</td>
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<td>7 to 12</td>
<td>573-3065</td>
<td>683-4883</td>
<td>272</td>
<td>Tara Strong - Yolanda Quinones (x1560)</td>
<td>100 North Street/PO Box 421, San Martin 95046</td>
<td>18/46(Advent)</td>
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<td>6 to 12</td>
<td>573-3070</td>
<td>971-1762</td>
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<td>Khristel Johnson - Sylvia Palacios (X1770), Corazon Hilario (X3071), Brenda Brillantes (X1775)</td>
<td>840 Guadalupe Parkway, San Jose 95110</td>
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<td>Snell Community School</td>
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<td>573-3200</td>
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<td>Terra Bella Academy School</td>
<td>9 to 12</td>
<td>573-3015</td>
<td>660-9688-8229</td>
<td>334</td>
<td>Maria Magana - Denise Pattan (3015)</td>
<td>1012 Linda Vista Ave., Mt. View 94043</td>
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<tr>
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<td>Osborne</td>
<td>Blue Ridge Odyssey</td>
<td>Terra Bella</td>
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Alternative Education Department
2014-2015

JULY 2014

1 2 3 4 5 6 7
8 9 10 11 12 13 14
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22 23 24 25 26 27 28
29 30 31

AUGUST 2014 (12)

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SEPTEMBER 2014 (20)

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OCTOBER 2014 (21)

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JANUARY 2015 (16)

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FEBRUARY 2015 (15)

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MARCH 2015 (19)

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22 23 24 25 26 27 28
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APRIL 2015 (16)

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

5/27/15 - Teacher Collaboration
5/25/15 - Memorial Day
4/22/15 - Teacher Collaboration
4/15/15 - Content Area Professional Dev.
4/1/15 - Site Initiatives
3/25/15 - Teacher Collaboration
3/16/15 - Voluntary Professional Development
3/1/15 - Site Initiatives
1/29/15 - Teacher Collaboration
1/19/15 - Martin Luther King, Jr. Day
1/7/15 - Site Initiative
1/1/15 - New Year’s Day
2/17/15 - Lincoln’s Birthday
2/16/15 - Washington’s Birthday (President Day)
1/28/15 - 2/15/15 - Non School Day
2/25/15 - Teacher Collaboration
1/26/15 - Voluntary Professional Development
3/18/15 - Content Area Professional Dev.
3/25/15 - Teacher Collaboration

NOVEMBER 2014

11/5/14 - Site Initiatives
11/10/14 - Voluntary Professional Development
11/11/14 - Veterans Day
11/19/14 - Content Area Professional Dev.
11/26/14 - Non School Day
11/27/14 - 11/28/14 - Thanksgiving Holiday

DECEMBER 2014

12/3/14 - Site Initiatives
12/17/14 - Content Area Professional Dev.
12/24/14 - 12/25/14 - Christmas Holiday
12/22/14 - 12/30/14 - Non School Day
12/31/14 - New Year’s Eve

JULY 2014

JANUARY 2015

FEBRUARY 2015

MARCH 2015

APRIL 2015

MAY 2015

JUNE 2015

1/2/15 - Non School Day
5/12/15 - 5/13/15 - CAHSEE Testing
4/22/15 - Teacher Collaboration
4/1/15 - Site Initiatives
3/16/15 - Voluntary Professional Development
1/29/15 - Teacher Collaboration
1/7/15 - Site Initiative
2/17/15 - Lincoln’s Birthday
1/29/15 - Teacher Collaboration
1/11/14 - Veterans Day
11/10/14 - Voluntary Professional Development
11/11/14 - Veterans Day
11/19/14 - Content Area Professional Dev.
11/26/14 - Non School Day
11/27/14 - 11/28/14 - Thanksgiving Holiday
12/3/14 - Site Initiatives
12/17/14 - Content Area Professional Dev.
12/24/14 - 12/25/14 - Christmas Holiday
12/22/14 - 12/30/14 - Non School Day
12/31/14 - New Year’s Eve
# AED Master Calendar

## July 2014

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<td>Independence Day - AED Master Calendar</td>
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<td>Final Journal Processing 10:00am 11:00am Personnel Commission</td>
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<td>CALSA Conference (Fairmont Hotel)</td>
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<td>Final A/P Invoices for 5:00pm 7:00pm Board Meeting (San Jose Room) - AED Master Calendar</td>
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<td>Jul 13 - 19</td>
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<td>8:00am 3:00pm CAHSEE Testing</td>
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<td>Jul 20 - 26</td>
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<td>Lidia-vacation</td>
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<td>12:00pm 12:30pm Substitute Employees Timesheet Deadline</td>
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## August 2014

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</table>
### August 2014

#### 7/27 - 8/1
- **Jul 27**
  - 8:00am 8:30am
  - Progress reports

#### 8/3 - 8
- **Aug 3**
  - 8:00am 8:30am
  - Deadline for July P-Card Transactions

#### 8/10 - 15
- **Aug 10**
  - 8:00am 4:00pm AED All-Staff Meeting (Walden West) - AED Master Calendar
- **Aug 11**
  - 8:00am 4:00pm AED All-Staff Meeting (Walden West) - AED Master Calendar

#### 8/17 - 22
- **Aug 17**
  - 12:00am 12:30am
  - Counselors mtg. (Yvette’s office) - Yvette Irving
- **Aug 18**
  - 12:00am 12:30am
  - Regular Employees Timesheet Deadline

#### 8/24 - 29
- **Aug 24**
  - 12:00am 12:30pm
  - Substitute Employees Timesheet

#### September 2014
- **Sep 1**
  - 8:00am 8:30am
  - Progress reports
## AED Master Calendar

### September 2014

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<td>Sep 28 - Oct 4</td>
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### Event List

- **Aug 31 - Sep 6**: 8:00am - 5:00pm Labor Day - AED Master Calendar
- **Aug 31**: 8:00am - 8:30am Progress Reports Deadline
- **Sep 1**: 8:00am - 8:30am Progress Reports Deadline
- **Sep 7 - 13**: 8:00am - 8:30am Review Employee Expense Reimbursements
- **Sep 14 - 20**: 2:00pm - 3:30pm Counselors mtg. (Yvette’s office) - Yvette Irving
- **Sep 21 - 27**: 12:00pm - 12:30pm Substitute Employees Timesheet Deadline

### Notes

- **Sep 1**: 8:00am - 8:30am Deadline for August P-Card Transactions
- **Sep 7 - 13**: 2:00pm - 3:30pm Yvette’s office mtgs.
- **Sep 14 - 20**: 9:00am - 11:00am District Representative Meet
- **Sep 21 - 27**: 12:00pm - 12:30pm Regular Employees Timesheet Deadline
- **Oct 1**: 8:00am - 4:00pm Professional Development Day (TBD)
October 2014

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<td>2:00pm 4:00pm Early Dismissal/Certified Staff Professional</td>
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- **CAHSEE Testing:** All CAHSEE testing is listed for the respective days.

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**February 2015**

**AED Master Calendar**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements
  
- **Feb 15 - 21:** 8:00am - 8:30am Progress reports

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**March 2015**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

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**April 2015**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

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**May 2015**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

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**June 2015**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

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**July 2015**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

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**August 2015**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

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**September 2015**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

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**October 2015**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

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**November 2015**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

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**December 2015**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

---

**January 2016**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

---

**February 2016**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

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**March 2016**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

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**April 2016**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

---

**May 2016**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

---

**June 2016**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

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**July 2016**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

---

**August 2016**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

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**September 2016**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

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**October 2016**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

---

**November 2016**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements

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**December 2016**

- **Feb 1 - 7:** 8:00am - 8:30am Progress reports
  
- **Feb 8 - 14:** 8:00am - 8:30am Turn in Employee Expense Reimbursements
## March 2015

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
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<td>Mar 29 - Apr 4</td>
<td>Apr 1</td>
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<td>4</td>
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</tbody>
</table>

**March 2015**

- **March 1 - 7**
  - 3:00pm 4:30pm Truancy Mediation Meeting (San Jose Room)
  - 3:00pm 5:00pm Principals Meeting (Mt. Pleasant Room) - AED Master Calendar
  - 8:00am 8:30am Deadline for February Dismissal/Staff Professional Development
  - 5:00pm 7:00pm Board Meeting (San Jose Room)

- **March 8 - 14**
  - 12:00pm 1:30pm FYI: AED Student Leadership Mtg. (Palo Alto Room, 3rd Floor, North Bldg. - Reservation 652281)
  - 2:00pm 4:00pm Early Dismissal/Staff Professional Development
  - 3:30pm 5:00pm CLC Meeting (Mt. Pleasant Room) - AED Master Calendar

- **March 15 - 21**
  - 8:00am 4:00pm Professional Development Day (T)
  - 2:00pm 3:30pm Counselors mtg. (Yvette’s office) - Yve
  - 3:00pm 5:00pm Principals Meeting (Mt. Pleasant Room) - AED Master Calendar
  - 9:00am 11:00am District Representative Meeting
  - 12:00pm 12:30pm Regular Employees
  - 2:00pm 4:00pm Early Dismissal/Staff Professional Development
  - 5:00pm 7:00pm Board Meeting

- **March 22 - 28**
  - 2:00pm 4:00pm Early Dismissal/Staff Professional Development
  - Apr 1
  - 2:00pm 4:00pm Early Dismissal/Staff Professional Development
  - 8:30am 9:30am Assistant Superintendent
  - 9:45am 10:45am Assessment & Accountability
  - 11:00am 12:00pm Cate
  - 12:30pm 2:00pm ELAC

- **March 29 - Apr 4**
  - 3:00pm 5:00pm Principals Meeting (Mt. Pleasant Room) - AED Master Calendar

**April 2015**

- **April 1**
  - 8:00am 8:30am Progress reports
  - 8:30am 9:00am Absence Reports Deadline
  - 5:00pm 7:00pm Board Meeting (San Jose Room)

**May 2015**

- **May 2015**
  - 8:00am 8:30am Turn in Employee Expense Reimbursements
<table>
<thead>
<tr>
<th>April 2015</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td>31</td>
<td>Apr 1</td>
</tr>
</tbody>
</table>

**April 2015**

- **Apr 1**
  - 8:00am-8:30am: Progress reports
  - 8:00am-8:30am: March Staff Professional Development

- **Apr 2**
  - 8:30am: Non-School Day

- **Apr 3**
  - 8:30am: Non-School Day
  - 8:00am-8:30am: Turn in Employee Expense

- **Apr 4**
  - 8:30am: Non-School Day
  - 8:00am-8:30am: Progress reports

**May 2015**

- **May 1**
  - 12:00pm-12:30pm: Sub Hood
  - 12:30pm-1:30pm: Staff Timesheet Deadline
  - 2:00pm-3:30pm: Counseling mgmt.
  - 4:00pm-4:30pm: Staff Timesheet Deadline

- **May 2**
  - 3:30pm-4:30pm: Regular Employees
  - 4:30pm-5:00pm: Reg Staff Timesheet Deadline

- **May 3**
  - 3:30pm-4:30pm: Regular Employees
  - 4:30pm-5:00pm: Reg Staff Timesheet Deadline

- **May 4**
  - 3:30pm-4:30pm: Regular Employees
  - 4:30pm-5:00pm: Reg Staff Timesheet Deadline

- **May 5**
  - 3:30pm-4:30pm: Regular Employees
  - 4:30pm-5:00pm: Reg Staff Timesheet Deadline
<table>
<thead>
<tr>
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<th>Monday</th>
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<td>Jun 1</td>
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<td>6</td>
</tr>
</tbody>
</table>

- **April 26**: 8:00am - 8:30am Absence Reports Deadline
  8:00am - 8:30am Turn in Employee Expense Reimbursements

- **May 1**: 8:00am - 8:30am Progress reports

- **May 5 - 8**: 8:00am - 8:30am Absence Reports Deadline
  8:00am - 8:30am Progress reports

- **May 10 - 12**: 8:00am - 3:00pm CAHSEE Testing
  8:00am - 3:00pm CAHSEE Testing

- **May 13 - 15**: 8:00am - 8:30am Absence Reports Deadline
  8:00am - 3:00pm CAHSEE Testing

- **May 17 - 22**: 12:00pm - 12:30pm Regular Employees Timesheet Deadline
  2:00pm - 3:00pm Counselors mtg. (Yve)
  8:00am - 3:00pm CAHSEE Testing

- **May 24 - 29**: 8:00am - 5:00pm Memorial Day
  9:00am - 11:00am District Representative
  11:30am - 12:00pm Substitute Employee
  2:00pm - 4:00pm Early Dismissal/Staff Professional Development

- **May 31**: 8:00am - 8:30am Progress reports

- **June 2 - 6**: 3:00pm - 6:00pm AED Graduation Rehearsal (San Jose)

- **May 10**: 3:00pm - 5:00pm Board Meeting (San Jose R)
  2:00pm - 4:00pm Early Dismissal/Staff Professional Development

- **May 12**: 8:00am - 3:00pm CAHSEE Testing
  2:00pm - 4:00pm Early Dismissal/Staff Professional Development
  5:00pm - 7:00pm Board Meeting (San Jose R)

- **May 17**: 12:00pm - 1:30pm FYI: AED Student Leadership Mtg. (Pal)
  3:00pm - 5:00pm Principals Meeting (Yve)
  2:00pm - 4:00pm Early Dismissal/Staff Professional Development
  5:00pm - 7:00pm Board Meeting (San Jose R)

- **May 19**: 3:00pm - 3:30pm Community Partner Appreciation Dessert
  6:30pm - 8:00pm Community Partner

- **May 21**: 3:00pm - 3:30pm Community Partner Appreciation Dessert
  6:30pm - 8:00pm Community Partner

- **May 23**: 3:00pm - 3:30pm Community Partner Appreciation Dessert
  6:30pm - 8:00pm Community Partner

- **May 25**: 3:00pm - 3:30pm Community Partner Appreciation Dessert
  6:30pm - 8:00pm Community Partner

- **May 27**: 3:00pm - 3:30pm Community Partner Appreciation Dessert
  6:30pm - 8:00pm Community Partner

- **May 29**: 3:00pm - 3:30pm Community Partner Appreciation Dessert
  6:30pm - 8:00pm Community Partner

- **June 1**: 8:00am - 8:30am Progress reports
  3:00pm - 6:00pm AED Graduation Rehearsal (San Jose)
### June 2015

<table>
<thead>
<tr>
<th>Sunday</th>
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<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td>May 31</td>
<td>Jun 1</td>
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<td>3</td>
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<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2:00pm 4:00pm Early Dismissal</td>
<td>2:00pm 4:00pm Early Dismissal</td>
<td>8:00am 8:30am Deadline for May Payment P-200pm 4:00pm Early Dismissal</td>
<td>2:00pm 4:00pm Early Dismissal</td>
<td>200pm 4:00pm Early Dismissal</td>
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<td>May 31, Jun 6</td>
<td>7</td>
<td>8</td>
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<td>11</td>
<td>12</td>
</tr>
<tr>
<td>8:00am 8:30am Turn in Employee Expense Reimbursements</td>
<td>8:00am 4:00pm Professional Development Day (San Jose Room)</td>
<td>7:30am 8:00am Absence Reports Deadline - Contracts End Early June</td>
<td>9:00am 11:00am District Representative Meet 3:30pm 5:00pm CLC Meeting (Mt. Pleasant Room) - AE</td>
<td>8:00am 8:30am Progress reports</td>
<td></td>
<td>8:00am 8:30am Progress reports</td>
</tr>
<tr>
<td>Jun 7 - 13</td>
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<td>15</td>
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<tr>
<td>8:00am 8:30am Vacation Pay Off Requests - Contracts End in June?</td>
<td>8:00am 8:30am Absence Reports Deadline - Contracts End Early June</td>
<td>5:00pm 7:00pm Board Meeting (San Jose Room) - AED Master Calendar</td>
<td>12:00pm 12:30pm Regular Employees Timesheet Deadline</td>
<td>8:00am 8:30am Progress reports</td>
<td></td>
<td>8:00am 8:30am Progress reports</td>
</tr>
<tr>
<td>Jun 14 - 20</td>
<td>21</td>
<td>22</td>
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<tr>
<td>8:00am 4:00pm Early Dismissal</td>
<td>8:00am 4:00pm Early Dismissal</td>
<td>8:00am 8:30am Absence Reports Deadline - Contracts End Early June</td>
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<td>8:00am 8:30am Progress reports</td>
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<tr>
<td>Jun 21 - 27</td>
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<td>29</td>
<td>30</td>
<td>Jul 1</td>
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<tr>
<td>12:00pm 12:30pm Substitute Employees Timesheet Deadline (last FY Payroll)</td>
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<td>Jun 28 - Jul 4</td>
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</tbody>
</table>

**AED Master Calendar**
County Community School
Santa Clara County Office of Education District

The District Governing Board approved this revision of the School Plan on: 6/18/2014

CDS Code: 43104394330320
Principal: Jesse Ramos
Superintendent: Dr. Mary Ann Dewan
Address: 1290 Ridder Park Dr., MC213
San Jose, CA 95131-2304
Phone: (408) 573-3250
Email: maryann_dewan@sccoe.org
Website:
<table>
<thead>
<tr>
<th>Goals and Actions</th>
<th>Start Date</th>
<th>Completion Date</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td><strong>English-Language Arts</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Students Will Be Proficient in English Language Arts Grade Level Standards</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase student engagement by providing real life applications to use English Language Art skills</td>
<td>7/1/2011</td>
<td>6/30/2015</td>
<td>$481</td>
</tr>
<tr>
<td>Increase Student Engagement by Providing Independent Study Opportunities</td>
<td>7/1/2011</td>
<td>6/30/2015</td>
<td>$480</td>
</tr>
<tr>
<td>Provide Student with Supplemental Materials to Help Them Perform at Grade Level</td>
<td>7/1/2011</td>
<td>6/30/2015</td>
<td>$1,518</td>
</tr>
<tr>
<td>Provide Students with Supplemental Services to Master Grade Level Standards</td>
<td>7/1/2011</td>
<td>6/30/2015</td>
<td>$1,518</td>
</tr>
<tr>
<td>Increase student engagement by reducing the student to staff ratio.</td>
<td>7/1/2011</td>
<td>6/30/2015</td>
<td>$16,480</td>
</tr>
<tr>
<td>Ensure staff, parent, and community engagement</td>
<td>7/1/2012</td>
<td>6/30/2015</td>
<td>$502</td>
</tr>
<tr>
<td>Provide opportunities for professional development and professional collaboration</td>
<td>7/1/2012</td>
<td>6/30/2015</td>
<td>$480</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
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<tr>
<td><strong>Students Will Be Proficient in Mathematical Grade Level Standards</strong></td>
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</tr>
<tr>
<td>Increase Student Engagement by Providing Real Life Applications to use Math Skills</td>
<td>7/1/2010</td>
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<td>6/30/2015</td>
<td>$480</td>
</tr>
<tr>
<td><strong>English Language Development</strong></td>
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<tr>
<td><strong>All Limited English Proficient Students will become Proficient in English</strong></td>
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<tr>
<td>Increase Student Engagement by Providing Independent Study Opportunities</td>
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<tr>
<td>Provide English Learners with Supplemental Materials to Help Them Master Grade Level Standards</td>
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<tr>
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<td>7/1/2014</td>
<td>6/30/2015</td>
<td>$480</td>
</tr>
</tbody>
</table>
## School Climate

**School Environments will be Safe, Drug-free, and Conducive to Learning**

<table>
<thead>
<tr>
<th>Description</th>
<th>Start Date</th>
<th>End Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Student Engagement by Providing Independent Study Opportunities</td>
<td>7/1/2010</td>
<td>6/30/2015</td>
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</tr>
<tr>
<td>Provide Students with Supplemental Materials to Support Safe Learning Environments</td>
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<td>6/30/2015</td>
<td>$480</td>
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</table>

## Other

**All Students will Graduate from High School**

<table>
<thead>
<tr>
<th>Description</th>
<th>Start Date</th>
<th>End Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Student Engagement by Providing Real Life Applications to the Value of an Education</td>
<td>7/1/2010</td>
<td>6/30/2015</td>
<td>$480</td>
</tr>
<tr>
<td>Increase Student Engagement by Providing Independent Study Opportunities</td>
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<td>Provide Students with Supplemental Materials to Help Them Master the Requirements for Graduation</td>
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</tr>
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<tr>
<td>Ensure staff, parent, and community engagement</td>
<td>7/1/2012</td>
<td>6/30/2015</td>
<td>$502</td>
</tr>
<tr>
<td>Provide opportunities for professional development and professional collaboration</td>
<td>7/1/2012</td>
<td>6/30/2015</td>
<td>$480</td>
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</tbody>
</table>

**Total Annual Expenditures for Current Site Plan:** $106,326.00
LEA Goal:
Proficiency in Reading/Language Arts

Goal Area: English-Language Arts
School Goal: Students Will Be Proficient in English Language Arts Grade Level Standards

By June 2015, CAHSEE ELA passage rates will increase by at least 10 percentage points over the 2012-13 passing rate at each County Community site. Therefore the goals for June 2015 will be:

- Independent Study - 56%
- Odyssey - 40%
- Snell - 25%
- Sunol - 27%
- Terra Bella - 71%

By spring semester, benchmark testing will show at least a 5 percentage point increase in proficiency as compared to fall semester benchmark testing.

<table>
<thead>
<tr>
<th>Essential Program Components</th>
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<tbody>
<tr>
<td>EPC#</td>
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<tr>
<td>Have</td>
</tr>
</tbody>
</table>

What data did you use to form this goal (findings from data analysis)?
Data used to form this goal included 2012-13 CAHSEE ELA passage rates for each school site.

Other factors that contributed were the implementation of the Common Core State Standards and the Smarter Balanced Assessments beginning Fall 2014.

What did the analysis of the data reveal that led you to this goal?
There is a need for consistent implementation of the core curriculum and intervention materials so that students have access and opportunity to pass the CAHSEE.

There is also a need for consistent implementation of the Common Core State Standards so that students are prepared for the Smarter Balanced Assessments and graduate career and college ready.

What process will you use to monitor and evaluate the data?
County Community 2014-15
Single Plan For Student Achievement Report

CAHSEE pass rates will be analyzed and monitored at each administration (July, November, February, and May).

Student progress will be analyzed and monitored through the use of teacher-made assessments (daily), Smarter Balanced formative assessments (weekly), Smarter Balanced interim assessments (semester), and benchmark assessments (semester).

Student progress will also be analyzed and monitored by administration through the use of Data Dashboards.

Implementation of core curriculum, intervention materials, and the Common Core State Standards will be monitored by administrators through the use of observations, walkthroughs, and Instructional Rounds.

Strategy:

**Strategy 1: Instructional Materials**
Ensure that every student in every classroom has Common Core State Standards based/aligned core instructional materials.

**Strategy 2: Standards-aligned Instruction**
Ensure that every student in every classroom has instruction that is aligned with Common Core State Standards (including technology-based).

**Strategy 3: Proficiency for High Priority Students**
Ensure that every student identified as not meeting grade-level standards is provided with research-based interventions.

**Strategy 4: Effective Teaching and Administration (Leadership)**
Ensure that every teacher has access to Common Core State Standards based/aligned professional development, including effective instructional and improvement strategies (e.g. use of formative assessments)

**Strategy 5: Professional Collaboration Time**
Ensure that every teacher has access to regular opportunities for data-based collaboration time.

**Strategy 6: Professional Development for Administrators**
Ensure that every administrator has access to professional development on how to lead implementation efforts of the Common Core State Standards and effective instructional and improvement strategies.

**Strategy 7: Parent and Community Participation**
Provide quarterly parent and community participation opportunities.
County Community 2014-15
Single Plan For Student Achievement Report

Action Title: Increase student engagement by providing real life applications to use English Language Art skills

Means of Achievement: Auxiliary services for students and parents
Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Hire a Job Developer to provide students with opportunities to apply English Language Art skills in the job market.

Measures:
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS's and/or IEP team determined goals for students.

People Assigned:
- Principals
- Manager of Categorical and Special Projects

Start Date: 7/1/2011   Completion Date: 6/30/2015

<table>
<thead>
<tr>
<th>Funding Resources</th>
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</tr>
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<td>Job Developer Position</td>
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<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Manager of Categorical Programs and Special Projects</td>
<td>$481</td>
</tr>
</tbody>
</table>

Action Title: Increase Student Engagement by Providing Independent Study Opportunities

Means of Achievement: Increased educational opportunity
Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Hire a part-time Independent Studies teacher.

Measures:
- Students' academic performance will improve as measured in standards aligned formative assessments
- Students' academic performance will improve as measured on the SBAC.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
- Director
- Principal
- Manager of Categorical and Special Projects

Start Date: 7/1/2011   Completion Date: 6/30/2015

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<th>Funding Resources</th>
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<td>Manager of Categorical and Special Projects</td>
<td>$480</td>
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</tbody>
</table>
Action Title: Provide Student with Supplemental Materials to Help Them Perform at Grade Level

Means of Achievement: Improvement of Instruction strategies and materials

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Evaluate current core and supplemental curriculum and determine what materials; software, instructional supplies, equipment, etc. is needed to make the curriculum more accessible for underachieving students. An example is on-line reading intervention curriculum (i.e. READ 180, Odysseyware, etc.)

Measures:
- Students' academic performance will improve as measured on standards aligned formative assessments
- Students' academic performance will improve as measured on the SBAC
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
- Director
- Principals
- Teachers
- Manager of Categorical and Special Projects

Start Date: 7/1/2011  Completion Date: 6/30/2015

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<td>Supplemental Materials and Supplies</td>
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<td>Manager of Categorical Programs and Special Projects</td>
<td>$480</td>
</tr>
</tbody>
</table>
**Action Title:** Provide Students with Supplemental Services to Master Grade Level Standards

**Means of Achievement: Improvement of Instruction strategies and materials**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students perform at grade level.

**Measures:**
- Students’ academic performance will improve as measured in standards aligned formative assessments
- Students’ academic performance will improve as measured on the SBAC.
- The percentage of students passing the California High School Exit Exam will increase.

**People Assigned:**
- Director
- Principals
- Teachers
- Manager of Categorical and Special Projects

**Start Date:** 7/1/2011  
**Completion Date:** 6/30/2015

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</tbody>
</table>
County Community 2014-15
Single Plan For Student Achievement Report

**Action Title:** Increase student engagement by reducing the student to staff ratio.

**Means of Achievement: Increased educational opportunity**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Provide under achieving students with additional academic support by increasing the Educational Assistants available hours in the academic day.

**Measures:**
- Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.

**People Assigned:**
- Director, Alternative Education
- Principal
- Manager of Categorical Programs

**Start Date:** 7/1/2011  
**Completion Date:** 6/30/2015

<table>
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<tr>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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<td>Manager of Categorical Programs and Special Projects</td>
<td>$480</td>
</tr>
</tbody>
</table>
Action Title: Ensure staff, parent, and community engagement

Means of Achievement: Involvement of staff, parents and community

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
- Establish formalized structures for staff, parent and community participation in school governance
- Provide parent education workshops to help parents support the academic process

Measures:
- Students' academic performance will improve as measured on standards aligned formative assessments
- Students' academic performances will improve on the SBAC.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
- Manager of Categorical and Special Projects
- Site Administrators

Start Date: 7/1/2012, Completion Date: 6/30/2015

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<td>Manager of Categorical Programs and Special Projects</td>
<td>$480</td>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Parent Engagement Programs, i.e. Parent Project</td>
<td>$22</td>
</tr>
</tbody>
</table>
Means of Achievement: Staff development and professional collaboration

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
- Provide staff training on how to implement technology as a tool for Reading/Language Arts instruction and assessment in order to increase proficiency with it, and to build prerequisite skills to complete online assessments.
- Train staff on the use of CCSS-aligned curriculum and supplemental materials.
- Train staff on analysis of summative assessment results (i.e. SBAC and CAHSEE) and on analysis of formative assessment results from common assessments.
- Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development.
- Provide educational assistants training in intervention strategies for targeted students.
- Provide collaborative meeting time to focus on the following: a. Implementation of the standards driven curriculum and intervention programs b. Use of effective researched-based instructional practices to meet the diverse needs of our alternative student population c. Sharing of curricular materials and instructional approaches d. Examine student work samples to ensure that students are mastering grade level standards.

Measures:
- Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.
- Students’ academic performance will improve as measured on standards aligned formative assessments.
- Students’ academic performances will improve on the SBAC.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
- Director, Alternative Education
- Principals
- Educational Services Branch Coordinators
- Manager of Categorical Programs and Special Projects

Start Date: 7/1/2012    Completion Date: 6/30/2015

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<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Salaries, Hourly, Stipends, Materials, Contracts, etc.</td>
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</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Manager of Categorical Programs and Special Projects</td>
<td>$480</td>
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</table>
LEA Goal:
Proficiency in Mathematics

Goal Area: Mathematics
School Goal: Students Will Be Proficient in Mathematical Grade Level Standards

By June 2015, CAHSEE Mathematics passage rates will increase by at least 10 percentage points over the 2012-13 passing rate at each County Community site. Therefore the goals for June 2015 will be:

- Independent Study - 47%
- Odyssey - 35%
- Snell - 30%
- Sunol - 34%
- Terra Bella - 60%

By spring semester, benchmark testing will show at least a 5 percentage point increase in proficiency as compared to fall semester benchmark testing.

<table>
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<tr>
<td><strong>EPC#</strong></td>
</tr>
<tr>
<td>Have</td>
</tr>
</tbody>
</table>

What data did you use to form this goal (findings from data analysis)?

Data used to form this goal included 2012-13 CAHSEE math passage rates for each school site.

Other factors that contributed were the implementation of the Common Core State Standards and the Smarter Balanced Assessments beginning Fall 2014.

What did the analysis of the data reveal that led you to this goal?

There is a need for consistent implementation of the core curriculum and intervention materials so that students have access and opportunity to pass the CAHSEE.

There is also a need for consistent implementation of the Common Core State Standards so that students are prepared for the Smarter Balanced Assessments and graduate career and college ready.

What process will you use to monitor and evaluate the data?

CAHSEE pass rates will be analyzed and monitored at each administration (July, November, February, and May).

Student progress will be analyzed and monitored through the use of teacher-made assessments (daily), Smarter Balanced formative assessments (weekly), Smarter Balanced interim assessments (semester), and benchmark assessments (semester).

Student progress will also be analyzed and monitored by administration through the use of Data Dashboards.

Implementation of core curriculum, intervention materials, and the Common Core State Standards will be monitored by administrators through the use of observations, walkthroughs, and Instructional Rounds.
Strategy:

**Strategy 1: Instructional Materials**
Ensure that every student in every classroom has Common Core State Standards based/aligned core instructional materials.

**Strategy 2: Standards-aligned Instruction**
Ensure that every student in every classroom has instruction that is aligned with Common Core State Standards (including technology-based).

**Strategy 3: Proficiency for High Priority Students**
Ensure that every student identified as not meeting grade-level standards is provided with research-based interventions.

**Strategy 4: Effective Teaching and Administration (Leadership)**
Ensure that every teacher has access to Common Core State Standards based/aligned professional development, including effective instructional and improvement strategies (e.g. use of formative assessments)

**Strategy 5: Professional Collaboration Time**
Ensure that every teacher has access to regular opportunities for data-based collaboration time.

**Strategy 6: Professional Development for Administrators**
Ensure that every administrator has access to professional development on how to lead implementation efforts of the Common Core State Standards and effective instructional and improvement strategies.

**Strategy 7: Parent and Community Participation**
Provide quarterly parent and community participation opportunities.
County Community 2014-15
Single Plan For Student Achievement Report

**Action Title:** Increase Student Engagement by Providing Real Life Applications to use Math Skills

**Means of Achievement:** Increased educational opportunity

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**

Hire a Job Developer to provide students with opportunities to apply math skills in the job market.

**Measures:**

- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.

**People Assigned:**

- Director
- Principals
- Manager of Categorical and Special Projects

**Start Date:** 7/1/2010  **Completion Date:** 6/30/2015

<table>
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<tr>
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**Action Title:** Increase Student Engagement by Providing Independent Study Opportunities

**Means of Achievement:** Increased educational opportunity

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**

Hire a part-time Independent Studies teacher.

**Measures:**

- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.

**People Assigned:**

- Director
- Principals
- Manager of Categorical and Special Projects

**Start Date:** 7/1/2010  **Completion Date:** 6/30/2015

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</tbody>
</table>
Means of Achievement: Improvement of instruction strategies and materials

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Evaluate current core and supplemental curriculum and determine what materials, software, instructional supplies, equipment, etc. are needed to make the curriculum more accessible for underachieving students.

Measures:
Students' academic performance will improve as measured on the upcoming Smarter Balanced Assessment Consortium tests. The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
- Director
- Principals
- Teachers
- Manager of Categorical and Special Projects

Start Date: 7/1/2010
Completion Date: 6/30/2015

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</table>
Action Title: Provide Students with Supplemental Services to Master Grade Level Standards

Means of Achievement: Improvement of instruction strategies and materials

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students perform at grade level.

Measures:
- Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
- Director
- Principals
- Teachers
- Manager of Categorical and Special Projects

Start Date: 7/1/2011  Completion Date: 6/30/2015

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</table>
**Action Title:** Increase student engagement by reducing the student to staff ratio.

**Means of Achievement; Increased educational opportunity**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Provide under achieving students with additional academic support by increasing the Educational Assistants available hours in the academic day.

**Measures:**
- Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.

**People Assigned:**
- Director, Alternative Education
- Principal
- Manager of Categorical Programs

**Start Date:** 7/1/2011  
**Completion Date:** 6/30/2015

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Means of Achievement: Involvement of staff, parents and community

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Establish formalized structures for staff, parent and community participation in school governance. Provide parent education workshops to help parents support the academic process.

Measures:
• Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
• Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
• The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
• Manager of Categorical and Special Projects
• Site Administrators

Start Date: 7/1/2012 Completion Date: 6/30/2015

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</table>
Means of Achievement: Staff development and professional collaboration

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
- Train teachers on the use of CCSS-aligned curriculum and supplemental materials.
- Train staff on analysis of summative assessment results (SBAC and CAHSEE) and on analysis of formative assessment results from common assessments.
- Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development
- Provide educational assistants training in intervention strategies for targeted students
- Provide collaborative meeting time to focus on the following: a. Implementation of the standards driven curriculum and intervention programs b. Use of effective researched-based instructional practices to meet the diverse needs of our alternative student population c. Sharing of curricular materials and instructional approaches d. Examine student work samples to ensure that students are mastering grade level standards

Measures:
- Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.
- Students’ academic performance will improve as measured on standards aligned formative assessments
- Students’ academic performances will improve on the SBAC.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
- Director, Alternative Education
- Principals
- Educational Services Branch Coordinators
- Manager of Categorical Programs

Start Date: 7/1/2012  Completion Date: 6/30/2015

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<td>$480</td>
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</table>
LEA Goal:
Proficiency for English Learners

Goal Area: English Language Development
School Goal: All Limited English Proficient Students will become Proficient in English

By November 2015, the percentage of English Learners scoring an overall score of Early Advanced level or higher on the CELDT will increase by at least 10 percentage points over the 2012-13 rates. Therefore the goals for the 2015 CELDT Annual Assessment will be:

- Independent Study - 70%
- Odyssey - 70%
- Snell - 70%
- Sunol - 70%
- Terra Bella - 100%

By October 2015, all school sites will meet AMAO 1 and AMAO 2 federal accountability targets.

By October 2015, the percentage of Long-Term English Language Learners will decrease by 5% as compared to the October 2014 percentage level at all schools sites.

By October 2015, the percentage of English Language Learners to be reclassified English Language Proficient will increase by 5% as compared to the October 2014 level at all school sites.

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<td>EPC#</td>
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<tr>
<td>Have</td>
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</table>

What data did you use to form this goal (findings from data analysis)?
Data used to form this goal included the 2012-13 CELDT results, AMAO 1: Annual Progress in Learning English targets, AMAO 2: English Proficiency targets, and 5-year trend data to determine Long-Term English Language Learner status.

Other factors that contributed were the implementation of the Common Core State Standards and the Smarter Balanced Assessments beginning Fall, 2014.

What did the analysis of the data reveal that led you to this goal?
There is a need for an increased focus on documenting and sharing effective instructional strategies in English Language Development with a special emphasis on Long-Term English Language Learners.

What process will you use to monitor and evaluate the data?
Agendas and meeting minutes from monthly ELD planning at Teacher Collaboration Meetings will be collected and analyzed.

English Language Learner progress will be analyzed and monitored through the use of teacher-made assessments (daily), Smarter Balanced formative assessments (weekly), Smarter Balanced interim assessments (semester), and benchmark assessments (semester).

English Language Learner progress will also be analyzed and monitored by administration through the use of Data Dashboards.

Implementation of research-based English Language Development strategies will be monitored my administrators through the use of observations, walkthroughs, and Instructional Rounds.

### Strategy:

<table>
<thead>
<tr>
<th>Strategy 1: English Language Learner Program Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every English Language Learner will be appropriately placed in an English Language Learner Program based on the state’s English Learner assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 2: English Language Learner Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every English Language Learner will have access to high quality research-based English Language Development instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 3: English Language Learner Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every English Language Learner’s progress will be monitored regularly and their program will be adjusted accordingly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 4: High Quality Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every administrator, teacher, and support personnel will have access to high quality research-based English Language Development professional development designed to improve instruction and assessment of English Language Learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 5: Parent and Community Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide quarterly parent and community participation opportunities.</td>
</tr>
</tbody>
</table>
**Action Title:** Increase Student Engagement by Providing Independent Study Opportunities

**Means of Achievement; Increased educational opportunity**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**

Hire a part-time Independent Studies teacher.

**Measures:**

- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.

**People Assigned:**

- Director of Alternative Education
- Principals
- Teachers
- Manager of Categorical and Special Education

**Start Date:** 7/1/2010  
**Completion Date:** 6/30/2015

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Part-Time Independent Studies teacher</td>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Manager of Categorical Programs and Special Projects</td>
<td>$480</td>
</tr>
</tbody>
</table>
Means of Achievement: Improvement of instruction strategies and materials

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Evaluate current core and supplemental curriculum and determine what; materials, software, instructional supplies, equipment, etc. are needed to help underachieving English Learner students master grade-level academic standards.

Measures:
- Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
- Director of Alternative Education
- Principals
- Teachers
- Manager of Categorical and Special Projects

Start Date: 7/1/2010   Completion Date: 6/30/2015

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<tr>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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<td>$1,037</td>
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<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Manager of Categorical Programs and Special Projects</td>
<td>$481</td>
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</table>
**Action Title**: Provide English Learner Students with Supplemental Services to Help Them Master Grade Level Standard

**Means of Achievement: Improvement of Instruction strategies and materials**

**Action Type**: Form A: Planned Improvements in Student Performance.

**Tasks**: Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving English Learner students perform at grade level.

**Measures**:  
- Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.  
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.  
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.  
- The percentage of students passing the California High School Exit Exam will increase.  
- The numbers of students passing the California English Language Development Test will increase.

**People Assigned**:  
- Director of Alternative Schools  
- Principals  
- Teachers  
- Manager of Categorical and Special Projects

**Start Date**: 7/1/2010  
**Completion Date**: 6/30/2015

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<td>$480</td>
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</tbody>
</table>
Action Title: Increase student engagement by reducing the student to staff ratio

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Provide under achieving students with additional academic support by increasing the Educational Assistants available hours in the academic day.

Measures:
- The number of High school graduates will increase.
- Students' academic performance will improve as measured on standards aligned formative assessments will improve.
- Academic performances will improve on the Smarter Balanced Assessment Consortium (SBAC) tests.
- The percentage of students passing the California High School Exit Exam (CAHSEE) will increase.
- The percentage of students passing the California English Language Development Test (CELDT) will increase

People Assigned:
- Director, Alternative Education
- Principals
- Manager of Categorical Programs

Start Date: 7/1/2014   Completion Date: 6/30/2015

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</table>
Action Title: Ensure staff, parent, and community engagement

Means of Achievement: Involvement of staff, parents and community

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
- Establish formalized structures for staff, parent and community participation in school governance
- Provide parent education workshops to help parents support the academic process

Measures:
- Students' academic performance will improve as measured on standards aligned formative assessments
- Students' academic performances will improve on the Smarter Balanced Assessment Consortium (SBAC) Tests
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
- Manager of Categorical and Special Projects
- Site Administrators

Start Date: 7/1/2014  
Completion Date: 6/30/2015

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<td>Parent Engagement Programs, i.e. Parent Project</td>
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</table>
Means of Achievement: Staff development and professional collaboration

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:

1. Train teachers on the use of standards-aligned curriculum and supplemental materials.
2. Train staff on analysis of summative assessment results (SBAC, CAPA, and CAHSEE) and on analysis of formative assessment results from common assessments.
3. Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development
4. Provide educational assistants training in intervention strategies for targeted students
5. Provide collaborative meeting time to focus on the following: a. Implementation of the standards driven curriculum and intervention programs b. Use of effective researched-based instructional practices to meet the diverse needs of our alternative student population c. Sharing of curricular materials and instructional approaches d. Examine student work samples to ensure that students are mastering grade level standards

Measures:

Students' academic performance will improve as measured on the upcoming Smarter Balanced Assessment Consortium tests. The percentage of students passing the California High School Exit Exam will increase.

People Assigned:

Director, Alternative Education
Principals
Educational Services Branch Coordinators
Manager of Categorical Programs

Start Date: 7/1/2014  Completion Date: 6/30/2015

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**LEA Goal:**
Safe and Drug Free Schools

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**Goal Area : School Climate**

**School Goal : School Environments will be Safe, Drug-free, and Conducive to Learning**

By June 2015, the average student attendance rate at each school site will be 85%.

By June 2015, there will be an increase of 25% in the percentage of students participating in extra-curricular activities (e.g. field trips, community services, Pro Con, Student Leadership, etc.) as compared to 2014 attendance rate as measured by service logs, attendance rosters, and sign-in sheets at each school site.

By June 2015, there will be an increase of in the percentage of students who feel safe and connected to their school as measured by the California Healthy Kids Survey.

By September 2015, each school site will score 80% on the School-wide Evaluation Tool (SET) in Positive Behavior and Intervention and Supports (PBIS) implementation.

---

**What data did you use to form this goal (findings from data analysis)?**

Data used included the California Healthy Kids Survey, OLWEUS Bullying Prevention Program results, Positive Behavior and Intervention and Supports (PBIS) surveys, service logs, and sign-in sheets to school events.

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**What did the analysis of the data reveal that led you to this goal?**

There is a need to expand student wellness activities and school site structures and procedures which support students in all areas of personal development.

---

**What process will you use to monitor and evaluate the data?**

School activity schedules, service logs, and sign-in sheets will be monitored for extra-curricular activities and service offerings.

Trend data from the California Healthy Kids Survey will be compiled and analyzed.

Student and staff climate surveys will be given each semester.
Strategy:

**Strategy 1: Extra-Curricular Activities**
Students will have access to extra-curricular activities and services.

**Strategy 2: Positive School Climate Implementation**
Staff will have access to OLWEUS Bullying Prevention Program training, Positive Behavior and Intervention and Supports (PBIS) training, and Restorative Justice practices to improve student resiliency skills, and teach/model appropriate behavior.

**Strategy 3: Parent and Community Participation**
Provide quarterly parent and community participation opportunities.

**Action Title:** Increase Student Engagement by Providing Independent Study Opportunities

**Means of Achievement; Increased educational opportunity**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Hire a part-time Independent Studies teacher

**Measures:**
- The number of incident reports will decrease
- The attendance rate will increase
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The numbers of students passing the California English Language Development Test will increase.
- The percentage of students passing the California High School Exit Exam will increase.

Students' academic performance will improve as measured on standards aligned formative assessments. Students’ academic performance will improve as measured on the California Standards Test. The percentage of students passing the California High School Exit Exam will increase.

**People Assigned:**
- Director of Alternative Schools
- Principals
- Teachers
- Manager of Categorical and Special Projects

**Start Date:** 7/1/2010  
**Completion Date:** 6/30/2015

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</table>
**Action Title:** Provide Students with Supplemental Materials to Support Safe Learning Environments

**Means of Achievement: Improvement of Instruction strategies and materials**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Evaluate current core and supplemental curriculum and determine what materials, software, instructional supplies, equipment, etc. are needed to help underachieving students master the academic standards required in a safe school environment.

**Measures:**
- The number of incident reports will decrease
- The attendance rate will increase
- Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.
- The numbers of students passing the California English Language Development Test will increase.

**People Assigned:**
- Director of Alternative Schools
- Principals
- Teachers
- Manager of Categorical and Special Projects

**Start Date:** 7/1/2010  
**Completion Date:** 6/30/2015

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Action Title: Provide Students with Supplemental Services to Support Safe Learning Environments

Means of Achievement: Improvement of Instruction strategies and materials

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students perform at grade level.

Measures:
- The number of incident reports will decrease
- The attendance rate will increase
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.
- The numbers of students passing the California English Language Development Test will increase.

People Assigned:
Director of Alternative Schools
Principals
Teachers
Manager of Categorical and Special Projects

Start Date: 7/1/2010
Completion Date: 6/30/2015

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Mean of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Provide under achieving students with additional academic support by increasing the Educational Assistants available hours in the academic day.

Measures:
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.
- The number of High school graduates will increase.
- The percentage of students passing the California English Language Development Test (CELDT) will increase.

People Assigned:
- Director, Alternative Education
- Principal
- Manager of Categorical Programs and Special Projects

Start Date: 7/1/2011 Completion Date: 6/30/2015

<table>
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</table>
County Community 2014-15
Single Plan For Student Achievement Report

Action Title: Ensure staff, parent, and community engagement

Means of Achievement: Involvement of staff, parents and community

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Establish formalized structures for staff, parent and community participation in school governance. Provide parent education workshops to help parents support the academic process.

Measures:
• Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
• Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
• The percentage of students passing the California High School Exit Exam will increase.
• Parent participation will increase.

People Assigned:
• Manager of Categorical and Special Projects
• Site Administrators

Start Date: 7/1/2012  Completion Date: 6/30/2015

<table>
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<td>Parent Engagement Programs, i.e. Parent Project</td>
<td>$21</td>
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</tbody>
</table>
Means of Achievement: Staff development and professional collaboration

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
- Train teachers on the use of CCSS-aligned curriculum and supplemental materials.
- Train staff on analysis of summative assessment results (SBAC and CAHSEE) and on analysis of formative assessment results from common assessments.
- Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development.
- Provide educational assistants training in intervention strategies for targeted students.
- Provide collaborative meeting time to focus on the following: a. Implementation of the standards driven curriculum and intervention programs b. Use of effective researched-based instructional practices to meet the diverse needs of our alternative student population c. Sharing of curricular materials and instructional approaches d. Examine student work samples to ensure that students are mastering grade level standards.

Measures:
- Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
- Director, Alternative Education
- Principals
- Educational Services Branch Coordinators
- Manager of Categorical Programs and Special Projects

Start Date: 7/1/2012
Completion Date: 6/30/2015

<table>
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</table>
LEA Goal:
Increase Graduation Rates

Goal Area: Other
School Goal: All Students will Graduate from High School

By June 2015, the rate of student graduation will increase by 5 percentage points at every school site as compared to June 2014 graduation rates.

By June 2015, the rate of student High School Equivalency Certification will increase by 5 percentage points at every school site as compared to June 2014 certification rates.

<table>
<thead>
<tr>
<th>Essential Program Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPC#</td>
</tr>
<tr>
<td>Have</td>
</tr>
</tbody>
</table>

What data did you use to form this goal (findings from data analysis)?
Data to form this goal included individual school site graduation and certification rates.

What did the analysis of the data reveal that led you to this goal?
Analysis of the data revealed that secondary completion rates are disproportionately lower for identified subgroup populations.

What process will you use to monitor and evaluate the data?
CAHSEE pass rates will be analyzed and monitored at each administration (July, November, February, and May).

Student progress toward credit acquisition will be monitored each quarter.

Student enrollment in alternative graduation options will be monitored monthly.

Strategy:

Strategy 1: Increase Graduation Rate
Students will have access to graduation options (e.g., High School Equivalency Certification assessments, credit recovery options, dual enrollment options, etc).

Strategy 2: Decrease Dropout Rates
Staff will be trained in Restorative Justice practices to support attendance. School sites will implement Positive School Climate frameworks/structures to support attendance.

Strategy 3: Parent and Community Participation
Provide quarterly parent and community participation opportunities.
Action Title: Increase Student Engagement by Providing Real Life Applications to the Value of an Education

Means of Achievement: Increased educational opportunity
Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Hire a Job Developer to provide students with opportunities to see the value of an education in the job market.

Measures:
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
- Director of Alternative Schools Department
- Principals
- Counselors
- Manager of Categorical and Special Assignments

Start Date: 7/1/2010  Completion Date: 6/30/2015

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</table>
Action Title: Increase Student Engagement by Providing Independent Study Opportunities

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Hire a part-time Independent Studies teacher.

Measures:
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
- Director of Alternative Schools Department
- Principals
- Counselors
- Manager of Categorical and Special Projects

Start Date: 7/1/2010
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County Community 2014-15
Single Plan For Student Achievement Report

**Action Title:** Provide Students with Supplemental Materials to Help Them Master the Requirements for Graduation

**Means of Achievement:** Improvement of Instruction strategies and materials

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
- GED preparation software will be purchased and provided for use by second semester seniors who will not graduate via the traditional route.
- Evaluate current core and supplemental curriculum and determine what materials, software, instructional supplies, equipment, etc. are needed to help underachieving students master the academic standards required for graduation.

**Measures:**
High School Graduation Rate Passing rate on the California High School Exit Exam (CAHSEE)

**People Assigned:**
- Director of Alternative Schools Department
- Principals
- Teachers
- Counselors
- Manager of Categorical and Special Projects

**Start Date:** 7/1/2010  **Completion Date:** 6/30/2015

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</table>
**Action Title:** Provide Students with Supplemental Services to Help Them Master the Requirements for Graduation

**Means of Achievement: Improvement of Instruction strategies and materials**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Evaluate current student needs and then procure supplemental services and trainings to support underachieving students master the academic standards required for graduation.

**Measures:**
High School Graduation Rate Passing rate on the California High School Exit Exam (CAHSEE)

**People Assigned:**
Director of Alternative Schools Department
Principals
Teachers
Counselors
Manager of Categorical and Special Projects

**Start Date:** 7/1/2010  
**Completion Date:** 6/30/2015

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Supplemental Services</td>
<td>$1,037</td>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Manager of Categorical Programs and Special Projects</td>
<td>$480</td>
</tr>
</tbody>
</table>
Action Title: Increase student engagement by reducing the student to staff ratio

Means of Achievement: Alignment of Instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Provide under achieving students with additional academic support by increasing the Educational Assistants available hours in the academic day.

Measures:
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.
- The number of High school graduates will increase.
- The percentage of students passing the California High School Exit Exam (CAHSEE) will increase.
- The percentage of students passing the California English Language Development Test (CELDT) will increase.

People Assigned:
- Director, Alternative Education
- Principal
- Manager of Categorical Programs and Special Projects

Start Date: 7/1/2011  Completion Date: 6/30/2015

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
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<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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<td>$480</td>
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</table>
County Community 2014-15
Single Plan For Student Achievement Report

Action Title: Ensure staff, parent, and community engagement

Means of Achievement: Involvement of staff, parents and community

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
- Establish formalized structures for staff, parent and community participation in school governance
- Provide parent education workshops to help parents support the academic process

Measures:
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
- Manager of Categorical and Special Projects
- Site Administrators

Start Date: 7/1/2012 Completion Date: 6/30/2015

<table>
<thead>
<tr>
<th>Funding Resources</th>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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<td>$480</td>
</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Parent Engagement Programs, i.e. Parent Project</td>
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</table>
Means of Achievement: Staff development and professional collaboration

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
- Train teachers on the use of CCSS-aligned curriculum and supplemental materials.
- Train staff on analysis of summative assessment results (SBAC and CAHSEE) and on analysis of formative assessment results from common assessments.
- Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development.
- Provide educational assistants training in intervention strategies for targeted students.
- Provide collaborative meeting time to focus on the following: a. Implementation of the standards driven curriculum and intervention programs. b. Use of effective researched-based instructional practices to meet the diverse needs of our alternative student population. c. Sharing of curricular materials and instructional approaches. d. Examine student work samples to ensure that students are mastering grade level standards.

Measures:
- Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.
- Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.
- Formative assessments will reflect progress towards the CCSS and/or IEP team determined goals for students.
- The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
- Director, Alternative Education
- Principals
- Educational Services Branch Coordinators
- Manager of Categorical Programs and Special Projects

Start Date: 7/1/2012    Completion Date: 6/30/2015

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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<td>$480</td>
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</table>
## Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

**Total Site Plan Budget:** $106,326

**Total Annual Expenditures for Current School Plan:** ($106,326)

**Balance:** $0

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<th>Allocation / Expenditure</th>
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<tr>
<td>Action</td>
<td>Increase Student Engagement by Providing Independent Study Opportunities</td>
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<tr>
<td>Action</td>
<td>Increase Student Engagement by Providing Real Life Applications to the Value of an Education</td>
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<tr>
<td>Action</td>
<td>Increase student engagement by providing real life applications to use English Language Art skills</td>
<td>($481)</td>
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<tr>
<td>Action</td>
<td>Increase Student Engagement by Providing Real Life Applications to use Math Skills</td>
<td>($481)</td>
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<tr>
<td>Action</td>
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<tr>
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<td>($32,960)</td>
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<tr>
<td>Action</td>
<td>Provide English Learner Students with Supplemental Services to Help Them Master Grade Level Standard</td>
<td>($1,517)</td>
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<tr>
<td>Action</td>
<td>Provide English Learners with Supplemental Materials to Help Them Master Grade Level Standards</td>
<td>($1,518)</td>
</tr>
<tr>
<td>Action</td>
<td>Provide opportunities for professional development and professional collaboration</td>
<td>($2,400)</td>
</tr>
<tr>
<td>Action</td>
<td>Provide Student with Supplemental Materials to Help Them Perform at Grade Level</td>
<td>($1,518)</td>
</tr>
<tr>
<td>Action</td>
<td>Provide Students with Supplemental Materials to Help Them Master Grade Level Standards</td>
<td>($1,518)</td>
</tr>
<tr>
<td>Action</td>
<td>Provide Students with Supplemental Materials to Help Them Master the Requirements for Graduation</td>
<td>($1,517)</td>
</tr>
<tr>
<td>Action</td>
<td>Provide Students with Supplemental Materials to Support Safe Learning Environments</td>
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<tr>
<td>Action</td>
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<td>Action</td>
<td>Provide Students with Supplemental Services to Master Grade Level Standards</td>
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<tr>
<td>Action</td>
<td>Provide Students with Supplemental Services to Support Safe Learning Environments</td>
<td>($1,517)</td>
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**Balance:** $0
School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Represents</th>
<th>Contact Info</th>
<th>Reviewed Plan Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sylvia Palacios</td>
<td>Other School Staff</td>
<td>408-573-3250</td>
<td>5/8/2014</td>
</tr>
<tr>
<td>Jesse Ramos</td>
<td>Principal</td>
<td>408-573-3250</td>
<td>5/8/2014</td>
</tr>
<tr>
<td>Stephanie Boulianee</td>
<td>Classroom Teacher</td>
<td>408-573-3250</td>
<td>5/8/2014</td>
</tr>
<tr>
<td>Raquel Padilla</td>
<td>Parent or Community Member</td>
<td>408-573-3250</td>
<td>5/5/2014</td>
</tr>
<tr>
<td>Christina Hernandez</td>
<td>Classroom Teacher</td>
<td>408-573-3250</td>
<td>5/8/2014</td>
</tr>
<tr>
<td>Ana Avila</td>
<td>Parent or Community Member</td>
<td>408-254-2457</td>
<td>5/8/2014</td>
</tr>
<tr>
<td>Sal Alvarez</td>
<td>Parent or Community Member</td>
<td>408-590-9639</td>
<td>5/8/2014</td>
</tr>
<tr>
<td>Z Cortez</td>
<td>Secondary Student</td>
<td>408-573-3250</td>
<td>5/8/2014</td>
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<tr>
<td>David Vazquez</td>
<td>Secondary Student</td>
<td>408-573-3250</td>
<td>5/8/2014</td>
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<tr>
<td>Ken Johnson</td>
<td>Classroom Teacher</td>
<td>408-573-3065</td>
<td>5/8/2014</td>
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<tr>
<td>Angela Brown</td>
<td>Classroom Teacher</td>
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<td>5/8/2014</td>
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Total Number of Committee Members

<table>
<thead>
<tr>
<th>Principal</th>
<th>ClassRoom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Student</th>
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<tbody>
<tr>
<td>1</td>
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<td>1</td>
<td>3</td>
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Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan.

   English Language Advisory Committee

   Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

6/5/2014
1. Use of state and local assessments to modify instruction and improve student achievement (ESEA):

The school uses state assessments at the beginning of the school year and establishes school and grade level goals. Local benchmark assessments are used throughout the year, sites analyze trends and develop reteaching activities for students not meeting standards.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

The school uses regularly scheduled formative assessments on local benchmark assessments that are aligned to standards and that provide timely data on students' progress in all subjects and in the intervention programs. Results from these assessments are used to inform teachers and administrators on student placement, instructional needs and progress, and the effectiveness of instruction.

3. Status of meeting requirements for highly qualified staff (ESEA):

100% of teachers of core academic subjects qualify as Highly Qualified Teachers. All teachers of core academic subjects possess at least a bachelor's degree, hold the appropriate credential for the academic subjects they teach, and have demonstrated knowledge and competence in the subjects they teach.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

All classrooms are staffed with highly qualified teachers. Teachers of core academic subjects possess a bachelor's degree, hold an appropriate teaching credential, authorization, or intern certificate, and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, and ELD, that focuses on curricular and instructional materials.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

We have a comprehensive staff development program that is aligned with our school plan goals.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

The district provides instructional assistance and ongoing support to teachers of all subjects and grade levels. Teachers receive professional development from content experts and work with coaches from the Educational Services branch to deepen their knowledge about the subject content and delivery of instruction.

8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

The district facilitates and supports structured collaboration meetings in order for all teachers to analyze, discuss, and utilize the results of the local assessment system to guide student placement, instructional planning and delivery, and progress monitoring.

9. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):
County Community 2014-15  
Single Plan For Student Achievement Report

The school utilizes textbooks and supplemental materials that are aligned with state standards in English language arts, mathematics, and science. Teachers use differentiated instruction to accelerate student learning in these subject areas. Student progress toward meeting state standards in English language arts, mathematics, and science is measured using a system of quarterly benchmark assessments and a summative assessment at the end of the year. These assessments are scaled in order to ensure proper monitoring of student growth throughout the year.

10. **Adherence to recommended Instructional minutes for reading/language arts and mathematics (K-8) (EPC):**

The school complies with and monitors the daily implementation of instructional time for English language arts and mathematics core programs, as well as additional time for strategic support and ELD for identified English Learners.

11. **Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of Intervention courses (EPC):**

The district prepares, distributes, and monitors the use of the annual assessment pacing guide being used for each grade level for all subjects, including strategic support and intensive intervention reading and mathematics programs, in order for all teachers to follow a common sequence of instruction and assessment.

12. **Availability of standards-based Instructional materials appropriate to all student groups (ESEA):**

Every student has access to standards-based instructional materials appropriate to his or her student group description, which include English Learners and Title I.

13. **Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):**

The school provides universal access to the current core subject programs, and the ancillary materials for those programs. The school also provides the current intensive interventions for English language arts, ELD, and mathematics. These programs are implemented as designed and are documented to be in daily use in every classroom, with materials for every student.

14. **Services provided by the regular program that enable underperforming students to meet standards (ESEA):**

15. **Research-based educational practices to raise student achievement at this school (ESEA):**

16. **Resources available from family, school, district, and community to assist under-achieving students (ESEA):**

17. **Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs, (5 CCR 3932):**

The staff and School Site Council (SSC) annually review student performance data and analyze current instructional programs to determine goals for the following school year. Services and activities designed to improve academic performance are established, and categorical funds are allocated based on the priority of the service or activity. The school continually invites the community to participate in School advisory committees to review the school plan and provide input on ways the plan can meet the needs of students.

18. **Services provided by categorical funds that enable underperforming students to meet standards (ESEA):**

The staff and School Site Council (SSC) annually review student performance data to determine goals for the following school year. Services and activities needed to accelerate learning among underperforming students are determined for each goal. Categorical funds are then allocated based on the priority of the service or activity. Throughout the year, the SSC monitors the spending of these funds.

19. **Fiscal support (EPC):**

The district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in reading and language arts, ELD, mathematics, as specified in the Single Plan for Student Achievement.
Santa Clara County Juvenile Hall School
Santa Clara County Office of Education District

The District Governing Board approved this revision of the School Plan on: 6/19/2013

CDS Code: 43104394330254

Principal: Angela Haick, Principal

Superintendent: Dr. Mary Ann Dewan

Address: 1290 Ridder Park Dr., MC213
San Jose, CA 95131-2304

Phone: (408) 573-3070

Email: angela_haick@sccoe.org

Website:
<table>
<thead>
<tr>
<th>Goals and Actions</th>
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<th>Completion Date</th>
<th>Amount</th>
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<tr>
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<tr>
<td>Students Will Be Proficient in English Language Arts Grade Level Standards</td>
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<tr>
<td>Increase student engagement by reducing the student to staff ratio</td>
<td>7/1/2011</td>
<td>6/30/2015</td>
<td>$4,380</td>
</tr>
<tr>
<td>Provide underachieving students with counseling services to help them stay focused and motivated</td>
<td>7/1/2011</td>
<td>6/30/2014</td>
<td>$1,987</td>
</tr>
<tr>
<td>Improve student preparation to California High School Exit Exam</td>
<td>7/1/2011</td>
<td>6/30/2014</td>
<td>$2,657</td>
</tr>
<tr>
<td>Ensure staff, parent, and community engagement</td>
<td>7/1/2011</td>
<td>6/30/2014</td>
<td>$1,459</td>
</tr>
<tr>
<td>Provide students with supplemental materials and supplies to help them perform at grade level.</td>
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<td>6/30/2014</td>
<td>$356</td>
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<tr>
<td>Provide underachieving students with supplemental services to help them master the grade level stand</td>
<td>7/1/2011</td>
<td>6/30/2014</td>
<td>$356</td>
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<tr>
<td>Provide opportunities for professional development and professional collaboration</td>
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<tr>
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</tr>
<tr>
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<td>6/30/2014</td>
<td>$2,657</td>
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<tr>
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<td>6/30/2014</td>
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</tr>
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<td>6/30/2014</td>
<td>$356</td>
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<tr>
<td>Provide opportunities for professional development and professional collaboration</td>
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<td>6/30/2014</td>
<td>$2,872</td>
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<tr>
<td><strong>English Language Development</strong></td>
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<tr>
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<td>7/1/2011</td>
<td>6/30/2014</td>
<td>$4,380</td>
</tr>
<tr>
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<td>$1,958</td>
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<td>$1,459</td>
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<tr>
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<td>$1,958</td>
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### School Climate

**School Environments will be Safe, Drug-free, and Conductive to Learning**

<table>
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<tr>
<th>Description</th>
<th>Start Date</th>
<th>End Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student engagement by reducing the student to staff ratio</td>
<td>7/1/2011</td>
<td>6/30/2014</td>
<td>$4,380</td>
</tr>
<tr>
<td>Provide students with counseling services to help them stay focused and motivated</td>
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<td>$1,987</td>
</tr>
<tr>
<td>Ensure staff, parent, and community engagement</td>
<td>7/1/2011</td>
<td>6/30/2014</td>
<td>$1,459</td>
</tr>
<tr>
<td>Provide students with supplemental materials and supplies to motivate and focus students.</td>
<td>7/1/2010</td>
<td>6/30/2014</td>
<td>$356</td>
</tr>
<tr>
<td>Provide underachieving students with supplemental services to help them master the grade level standard</td>
<td>7/1/2010</td>
<td>6/30/2014</td>
<td>$356</td>
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</table>

### Other

**All Students will Graduate from High School**

<table>
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<tr>
<th>Description</th>
<th>Start Date</th>
<th>End Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student engagement by reducing the student to staff ratio</td>
<td>7/1/2011</td>
<td>6/30/2014</td>
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</tr>
<tr>
<td>Provide students with counseling services to help them stay focused and motivated</td>
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<td>Ensure staff, parent, and community engagement</td>
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<td>6/30/2014</td>
<td>$356</td>
</tr>
<tr>
<td>Provide students with supplemental materials and supplies to help them perform at grade level.</td>
<td>7/1/2010</td>
<td>6/30/2014</td>
<td>$356</td>
</tr>
<tr>
<td>Provide underachieving students with supplemental services to help them master the grade level standard</td>
<td>7/1/2010</td>
<td>6/30/2014</td>
<td>$356</td>
</tr>
<tr>
<td>Increase Student Engagement by Providing Real Life Applications to the Value of an Education</td>
<td>7/1/2011</td>
<td>6/30/2014</td>
<td>$23,022</td>
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<tr>
<td>Provide opportunities for professional development and professional collaboration</td>
<td>7/1/2011</td>
<td>6/30/2014</td>
<td>$3,018</td>
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</table>

**Total Annual Expenditures for Current Site Plan: $86,360.60**
LEA Goal:
Proficiency in Reading/Language Arts

Goal Area: English-Language Arts
School Goal: Students Will Be Proficient in English Language Arts Grade Level Standards

By June 2015, CAHSEE ELA passage rates will increase by at least 10 percentage points over the 2012-13 passing rate at each Court School. Therefore the goals for June 2015 will be:

- Blue Ridge - 42%
- Osborne - 45%

By spring semester, benchmark testing will show at least a 5 percentage point increase in proficiency as compared to fall semester benchmark testing.

<table>
<thead>
<tr>
<th>EPC#</th>
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</table>

What data did you use to form this goal (findings from data analysis)?

Data used to form this goal included 2012-13 CAHSEE ELA passage rates for each school site.

Other factors that contributed were the implementation of the Common Core State Standards and the Smarter Balanced Assessments beginning Fall 2014.

What did the analysis of the data reveal that led you to this goal?

There is a need for consistent implementation of the core curriculum and intervention materials so that students have access and opportunity to pass the CAHSEE.

There is also a need for consistent implementation of the Common Core State Standards so that students are prepared for the Smarter Balanced Assessments and graduate career and college ready.

What process will you use to monitor and evaluate the data?

CAHSEE pass rates will be analyzed and monitored at each administration (July, November, February, and May).

Student progress will be analyzed and monitored through the use of teacher-made assessments (daily), Smarter Balanced formative assessments (weekly), Smarter Balanced interim assessments (semester), and benchmark assessments (semester).

Student progress will also be analyzed and monitored by administration through the use of Data Dashboards.

Implementation of core curriculum, intervention materials, and the Common Core State Standards will be monitored by administrators through the use of observations, walkthroughs, and Instructional Rounds.
Strategy:

**Strategy 1: Instructional Materials**

Ensure that every student in every classroom has Common Core State Standards based/aligned core instructional materials.

**Strategy 2: Standards-aligned Instruction**

Ensure that every student in every classroom has instruction that is aligned with Common Core State Standards (including technology-based).

**Strategy 3: Proficiency for High Priority Students**

Ensure that every student identified as not meeting grade-level standards is provided with research-based interventions.

**Strategy 4: Effective Teaching and Administration (Leadership)**

Ensure that every teacher has access to Common Core State Standards based/aligned professional development, including effective instructional and improvement strategies (e.g. use of formative assessments)

**Strategy 5: Professional Collaboration Time**

Ensure that every teacher has access to regular opportunities for data-based collaboration time.

**Strategy 6: Professional Development for Administrators**

Ensure that every administrator has access to professional development on how to lead implementation efforts of the Common Core State Standards and effective instructional and improvement strategies.

**Strategy 7: Parent and Community Participation**

Provide quarterly parent and community participation opportunities.

---

**Action Title: Increase student engagement by reducing the student to staff ratio**

**Means of Achievement: Increased educational opportunity**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**

Provide additional Instructional Assistant support in the academic day.

**Measures:**

Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test. The percentage of students passing the California High School Exit Exam will increase.

**People Assigned:**

Site administrators

**Start Date:** 7/1/2011 **Completion Date:** 6/30/2015

**Funding Resources**

<table>
<thead>
<tr>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected Educational Assistant Salaries</td>
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<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected Manager of Categorical Programs and Special Projects</td>
<td>$356</td>
</tr>
</tbody>
</table>
**Action Title: Provide underachieving students with counselling services to help them stay focused and motivated**

**Means of Achievement: Auxiliary services for students and parents**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**

Increase the level of counseling services to help underachieving students stay focused and motivated.

**Measures:**

Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test. The percentage of students passing the California High School Exit Exam will increase.

**People Assigned:**

Site administrators

**Start Date:** 7/1/2011  
**Completion Date:** 6/30/2014

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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<td>$356</td>
</tr>
</tbody>
</table>

**Action Title: Improve student preparation to California High School Exit Exam**

**Means of Achievement: Increased educational opportunity**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**

Increase the quality and frequency of CAHSEE preparation services.

**Measures:**

Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test. The percentage of students passing the California High School Exit Exam will increase.

**People Assigned:**

Site administrator

**Start Date:** 7/1/2011  
**Completion Date:** 6/30/2014

<table>
<thead>
<tr>
<th>Funding Resources</th>
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<td>Manager of Categorical Programs and Special Projects</td>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Teacher Hourly</td>
<td>$2,300</td>
</tr>
</tbody>
</table>
Action Title: Ensure staff, parent, and community engagement

Means of Achievement: Involvement of staff, parents and community

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Establish formalized structures for staff, parent and community participation in school governance. Provide parent education workshops to help parents support the academic process. Implement a more rigorous parent involvement plan.

Measures:
Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test. The percentage of students passing the California High School Exit Exam will increase. Sign-in sheets documenting parent involvement meetings.

People Assigned:
Coordinator of Categorical and Special Projects Site Administrators

Start Date:  7/1/2011  Completion Date:  6/30/2014

<table>
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<tr>
<th>Funding Resources</th>
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<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Manager of Categorical Programs and Special Projects</td>
<td>$356</td>
</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Parent Engagement Programs, i.e. Parent Project</td>
<td>$1,102</td>
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</table>
**Action Title**: Provide students with supplemental materials and supplies to help them perform at grade level.

**Means of Achievement: Improvement of Instruction strategies and materials**

**Action Type**: Form A: Planned Improvements in Student Performance.

**Tasks**:
Evaluate current core and supplemental curriculum and determine what materials; software, instructional supplies, equipment, etc. is needed to make the curriculum more accessible for underachieving students. Expand technology usage in classroom instruction. Increase content led professional development in school climate. Increase usage of accelerated software and online resources. Increase content and professional development in various areas of technology. Increase student-led IEP’s. Enhance consistent use of core curriculum and intervention materials. Expand career/real world opportunities for effect post secondary adult life choices. Develop core instructional blocks that team CTE and core content teachers. Develop equity centered professional learning communities. Improve coordination of services with feeder and receiving schools. Ensure partial credits from sending schools and receiving schools. GED software utilization. Train staff on formative and summative assessments, data analysis, track and goal setting. Provide ongoing collaborative time to discuss the processes around data. Utilize research based interventions such as Lexia, Read 180, Rosetta Stone, etc. Using six data pools throughout the year.

**Measures**:
Students’ academic performance will improve as measured on standards aligned formative assessments. Students’ academic performances will improve on the California Standards Test. The percentage of students passing the California High School Exit Exam will increase.

**People Assigned**:
Site Administrators Coordinator of Categorical and Special Projects

**Start Date**: 7/1/2011 **Completion Date**: 6/30/2014

<table>
<thead>
<tr>
<th>Funding Resources</th>
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<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Supplemental Materials</td>
<td>$0</td>
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</tbody>
</table>
**Action Title:** Provide underachieving students with supplemental services to help them master the grade level stand

**Means of Achievement:** Auxiliary services for students and parents  
**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students perform at grade level. Provide research based intervention opportunities outside of the school day.

**Measures:**
Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test, CASHEE, GED passing rates and increase number of students receiving high school diploma.

**People Assigned:**
Site Administrators Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2011  
**Completion Date:** 6/30/2014

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Manager of Categorical Programs and Special Projects</td>
<td>$356</td>
</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Supplemental Services</td>
<td>$0</td>
</tr>
</tbody>
</table>
Means of Achievement: Staff development and professional collaboration

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
1. Train teachers on the use of standards-aligned curriculum and supplemental materials.
2. Train staff on analysis of summative assessment results (SBAC and CAHSEE) and on analysis of formative assessment results from common assessments.
3. Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development.
4. Provide educational assistants training in intervention strategies for targeted students.
5. Provide collaborative meeting time to focus on the following:
   a. Implementation of the standards driven curriculum and intervention programs
   b. Use of effective researched-based instructional practices to meet the diverse needs of our alternative student population
   c. Sharing of curricular materials and instructional approaches
   d. Examine student work samples to ensure that students are mastering grade level standards

Measures:
Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test. The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
Director, Alternative Education Principals Educational Services Branch
Coordinators Coordinator of Categorical Programs

Start Date: 7/1/2011  Completion Date: 6/30/2014

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
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</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Manager of Categorical Programs and Special Projects</td>
<td>$356</td>
</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Hourly, Stipends, Materials, Contracts, etc.</td>
<td>$2,300</td>
</tr>
</tbody>
</table>
LEA Goal:
Proficiency in Mathematics

Goal Area: Mathematics
School Goal: Students Will Be Proficient in Mathematics Grade Level Standards

By June 2015, CAHSEE Mathematics passage rates will increase by at least 10 percentage points over the 2012-13 passing rate at each County Community site. Therefore the goals for June 2015 will be:

- Blue Ridge - 37%
- Osborne - 31%

By spring semester, benchmark testing will show at least a 5 percentage point increase in proficiency as compared to fall semester benchmark testing.

What data did you use to form this goal (findings from data analysis)?

Data used to form this goal included the 2012-13 CAHSEE mathematics passage rates for each school site.

Other factors that contributed were the implementation of the Common Core State Standards and the Smarter Balanced Assessments beginning Fall 2014.

What did the analysis of the data reveal that led you to this goal?

There is a need for consistent implementation of the core curriculum and intervention materials so that students have access and opportunity to pass the CAHSEE.

There is an ongoing need to build-in intervention opportunities outside of the school day.

There is also a need for consistent implementation of the Common Core State Standards so that students are prepared for the Smarter Balanced Assessments and graduate career and college ready.

What process will you use to monitor and evaluate the data?

<table>
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<tr>
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<th>1</th>
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<td>✔</td>
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</tbody>
</table>
CAHSEE pass rates will be analyzed and monitored at each administration (July, November, February, and May).

Student progress will be analyzed and monitored through the use of teacher-made assessments (daily), Smarter Balanced formative assessments (weekly), Smarter Balanced interim assessments (semester), and benchmark assessments (semester).

Student progress will also be analyzed and monitored by administration through the use of Data Dashboards.

Implementation of core curriculum, intervention materials, and the Common Core State Standards will be monitored by administrators through the use of observations, walkthroughs, and Instructional Rounds.

### Strategy:

**Strategy 1: Instructional Materials**
Ensure that every student in every classroom has Common Core State Standards based/aligned core instructional materials.

**Strategy 2: Standards-aligned Instruction**
Ensure that every student in every classroom has instruction that is aligned with Common Core State Standards (including technology-based).

**Strategy 3: Proficiency for High Priority Students**
Ensure that every student identified as not meeting grade-level standards is provided with research-based interventions during outside the instructional day.

**Strategy 4: Effective Teaching and Administration (Leadership)**
Ensure that every teacher has access to Common Core State Standards based/aligned professional development, including effective instructional and improvement strategies (e.g. use of formative assessments)

**Strategy 5: Professional Collaboration Time**
Ensure that every teacher has access to regular opportunities for data-based collaboration time.

**Strategy 6: Professional Development for Administrators**
Ensure that every administrator has access to professional development on how to lead implementation efforts of the Common Core State Standards and effective instructional and improvement strategies.

**Strategy 7: Parent and Community Participation**
Provide quarterly parent and community participation opportunities.
Santa Clara County Juvenile Hall 2014-15
Single Plan For Student Achievement Report

Action Title: Increase student engagement by reducing the student to staff ratio

Means of Achievement: Increased educational opportunity
Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
- Provide additional Educational Assistant support in the academic day.
- Reduce number of teacher to student ratios.

Measures:
The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
Site Administrators

Start Date: 7/1/2011
Completion Date: 6/30/2014

<table>
<thead>
<tr>
<th>Funding Resources</th>
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<th>Estimated Cost</th>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Manager of Categorical Programs and Special Projects</td>
<td>$356</td>
</tr>
</tbody>
</table>

Action Title: Provide students with counseling services to help them stay focused and motivated

Means of Achievement: Auxiliary services for students and parents
Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
- Increase the level of counseling services to help underachieving students stay focused and motivated.
- Provide timely transcript analysis for proper course placement, track down prior transcripts and partial credits and assist with transition to other education programs.

Measures:
The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
Site Administrators

Start Date: 7/1/2011
Completion Date: 6/30/2014

<table>
<thead>
<tr>
<th>Funding Resources</th>
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<th>Estimated Cost</th>
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<td>$356</td>
</tr>
</tbody>
</table>
**Action Title:** Improve student preparation for the California High School Exit Exam

### Means of Achievement: Alignment of Instruction with content standards

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Increase the quality and frequency of CAHSEE preparation services

**Measures:**
Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test. The percentage of students passing the California High School Exit Exam will increase.

**People Assigned:**
Site Administrators

**Start Date:** 7/1/2011  
**Completion Date:** 6/30/2014

<table>
<thead>
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<th>Funding Resources</th>
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<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Teacher Hourly</td>
<td>$2,300</td>
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</table>

**Action Title:** Ensure staff, parent, and community engagement

### Means of Achievement: Involvement of staff, parents and community

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Establish formalized structures for staff, parent and community participation in school governance. Provide parent education workshops to help parents support the academic process.

**Measures:**
Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test. The percentage of students passing the California High School Exit Exam will increase.

**People Assigned:**
Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2011  
**Completion Date:** 6/30/2014

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<td>$1,102</td>
</tr>
</tbody>
</table>
Means of Achievement: Improvement of Instruction strategies and materials

Action Title: Provide students with supplemental materials and supplies to help them perform at grade level.

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Evaluate current core and supplemental curriculum and determine what materials; software, instructional supplies, equipment, etc. is needed to make the curriculum more accessible for underachieving students.

Measures:
Students’ academic performance will improve as measured on standards aligned formative assessments. Students’ academic performances will improve on the California Standards Test. The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
Site Administrators Coordinator of Categorical and Special Projects

Start Date: 7/1/2010
Completion Date: 6/30/2014

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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Supplemental Materials</td>
<td>$0</td>
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</table>

Means of Achievement: Auxiliary services for students and parents

Action Title: Provide underachieving students with supplemental services to help them master the grade level stand

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students perform at grade level.

Measures:
Students’ academic performance will improve as measured on standards aligned formative assessments. Students’ academic performances will improve on the California Standards Test. The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
Site Administrators Coordinator of Categorical and Special Projects

Start Date: 7/1/2010
Completion Date: 6/30/2014

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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Supplemental Services</td>
<td>$0</td>
</tr>
</tbody>
</table>
Means of Achievement: Staff development and professional collaboration

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
1. Train teachers on the use of standards-aligned curriculum and supplemental materials.
2. Train staff on analysis of summative assessment results (SBAC and CAHSEE) and on analysis of formative assessment results from common assessments.
3. Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development.
4. Provide educational assistants training in intervention strategies for targeted students.
5. Provide collaborative meeting time to focus on the following:
   a. Implementation of the standards driven curriculum and intervention programs.
   b. Use of effective researched-based instructional practices to meet the diverse needs of our alternative student population.
   c. Sharing of curricular materials and instructional approaches.
   d. Examine student work samples to ensure that students are mastering grade level standards.

Measures:
1. Students’ academic performance will improve as measured on standards aligned formative assessments.
2. Students’ academic performances will improve on the California Standards Test.
3. The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
Director, Alternative Education Principals Educational Services Branch Coordinators Coordinator of Categorical Programs

Start Date: 7/1/2011 Completion Date: 6/30/2014

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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Hourly, Stipends, Materials, Contracts, etc.</td>
<td>$2,300</td>
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</tbody>
</table>
LEA Goal:
Proficiency for English Learners

Goal Area: English Language Development
School Goal: All Limited-English Proficient Students will become Proficient in English

By November 2015, the percentage of English Learners scoring an overall score of Early Advanced level or higher on the CELDT will increase by at least 10 percentage points over the 2012-13 rates. Therefore the goals for the 2015 CELDT Annual Assessment will be:

- Blue Ridge - 85%
- Osborne - 59%

By October 2015, all school sites will meet AMAO 1 and AMAO 2 federal accountability targets.

By October 2015, the percentage of Long-Term English Language Learners will decrease by 5% as compared to the October 2014 percentage level at all schools sites.

By October 2015, the percentage of English Language Learners to be reclassified English Language Proficient will increase by 5% as compared to the October 2014 level at all school sites.

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What data did you use to form this goal (findings from data analysis)?

Data used to form this goal included the 2012-13 CELDT results, AMAO 1: Annual Progress in Learning English targets, AMAO 2: English Proficiency targets, and 5-year trend data to determine Long-Term English Language Learner status.

Other factors that contributed were the implementation of the Common Core State Standards and the Smarter Balanced Assessments beginning Fall, 2014.

What did the analysis of the data reveal that led you to this goal?

There is a need for an increased focus on documenting and sharing effective instructional strategies in English Language Development with a special emphasis on Long-Term English Language Learners. Due to high transitioning rate between schools in Alternative Education Department need program alignment.

What process will you use to monitor and evaluate the data?

Agendas and meeting minutes from monthly ELD planning at Teacher Collaboration Meetings will be collected and analyzed.

English Language Learner progress will be analyzed and monitored through the use of teacher-made assessments (daily), Smarter Balanced formative assessments (weekly), Smarter Balanced interim assessments (semester), and benchmark assessments (semester).

English Language Learner progress will also be analyzed and monitored by administration through the use of Data Dashboards.

Implementation of research-based English Language Development strategies will be monitored by administrators through the use of observations, walkthroughs, and Instructional Rounds.
Strategy:

Strategy 1: English Language Learner Program Placement
Every English Language Learner will be appropriately placed in an English Language Learner Program based on the state's English Learner assessment.

Strategy 2: English Language Learner Instruction
Every English Language Learner will have access to high quality research based English Language Development instruction.

Strategy 3: English Language Learner Monitoring
Every English Language Learner's progress will be monitored regularly and their program will be adjusted accordingly.

Strategy 4: High Quality Professional Development
Every administrator, teacher, and support personnel will have access to high quality research-based English Language Development professional development designed to improve instruction and assessment of English Language Learners.

Strategy 5: Parent and Community Participation
Provide quarterly parent and community participation opportunities.

Action Title: Increase student engagement by reducing the student to staff ratio

Means of Achievement: Increased educational opportunity

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Provide additional Instructional Assistant support in the academic day.

Measures:
Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST). The percentage of students passing the California High School Exit Exam (CAHSEE) will increase. The percentage of students passing the California English Language Development Test (CELDT) will increase.

People Assigned:
Site Administrators Coordinator of English Language Learners Coordinator of Categorical and Special Projects

Start Date: 7/1/2011 Completion Date: 6/30/2014

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**Action Title:** Improve student preparation to California High School Exit Exam

**Means of Achievement:** Increased educational opportunity

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Increase the quality and frequency of CAHSEE preparation services

**Measures:**
Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST). The percentage of students passing the California High School Exit Exam (CAHSEE) will increase. The percentage of students passing the California English Language Development Test (CELDT) will increase.

**People Assigned:**
Site Administrators Coordinator of the English Language Learner Program Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2011  **Completion Date:** 6/30/2014

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**Action Title:** Ensure staff, parent, and community engagement

**Means of Achievement:** Involvement of staff, parents and community

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Establish formalized structures for staff, parent and community participation in school governance. Provide parent education workshops to help parents support the academic process.

**Measures:**
Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST). The percentage of students passing the California High School Exit Exam (CAHSEE) will increase. The percentage of students passing the California English Language Development Test (CELDT) will increase.

**People Assigned:**
Site Administrators Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2011  **Completion Date:** 6/30/2014

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Means of Achievement: Alignment of Instruction with Content Standards

Action Title: Provide opportunities for professional development and professional collaboration

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
1. Train teachers on the use of standards-aligned curriculum and supplemental materials. 2. Train staff on analysis of summative assessment results (CST, CAPA, CAHSEE, CELDT) and on analysis of formative assessment results from common assessments. 3. Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development. 4. Provide educational assistants training in intervention strategies for targeted students. 5. Provide collaborative meeting time to focus on the following: a. Implementation of the standards driven curriculum and intervention programs b. Use of effective researched-based instructional practices to meet the diverse needs of our alternative student population. c. Sharing of curricular materials and instructional approaches. d. Examine student work samples to ensure that students are mastering grade level standards.

Measures:
1. Students' academic performance will improve as measured on standards aligned formative assessments. 2. Students' academic performances will improve on the California Standards Test. 3. The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
Director, Alternative Education Principals Educational Services Branch Coordinators Coordinator of Categorical Programs

Start Date: 7/1/2011  Completion Date: 6/30/2014

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**Action Title:** Provide students with supplemental materials and supplies to help them perform at grade level.

**Means of Achievement: Improvement of Instruction strategies and materials**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Evaluate current core and supplemental curriculum and determine what materials; software, instructional supplies, equipment, etc. is needed to make the curriculum more accessible for underachieving students who are English learners.

**Measures:**
Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test. The percentage of students passing the California High School Exit Exam will increase. Students' scores on the California English Language Development test (CELDT) will improve.

**People Assigned:**
Director, Alternative Education Site Administrators Coordinator of Categorical and Special Projects Coordinator of English Language Development Manager of Categorical Programs and Special Projects Manager of Categorical Programs and Special Projects

**Start Date:** 7/1/2011 **Completion Date:** 6/30/2014

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**Action Title:** Provide underachieving students with supplemental services to help them master the grade level stand

**Means of Achievement: Auxiliary services for students and parents**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students who are English learners perform at grade level.

**Measures:**
Students' academic performance will improve as measured on standards aligned formative assessments Students' academic performances will improve on the California Standards Test. The percentage of students passing the California High School Exit Exam will increase. Students' results on the California English Language Development test will improve.

**People Assigned:**
Director, Alternative Education Site Administrators Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2011 **Completion Date:** 6/30/2014

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LEA Goal:
Safe and Drug Free Schools

Goal Area : School Climate
School Goal : School Environments will be Safe, Drug-free, and Conducive to Learning

By June 2015, there will be an increase of 10% in the number of students who feel safe and connected to their school as measured by the California Healthy Kids Survey.

What data did you use to form this goal (findings from data analysis)?
Data used was the California Healthy Kids Survey.

What did the analysis of the data reveal that led you to this goal?
There is a need to expand student wellness activities and school site structures and procedures which support students in all areas of personal development.

What process will you use to monitor and evaluate the data?
Trend data from the California Healthy Kids Survey will be compiled and analyzed.
Student and staff climate surveys will be given each semester.

Strategy:

Strategy 1: Positive School Climate Implementation
Staff will have access to OLWEUS Bullying Prevention Program training, Positive Behavior and Intervention and Supports (PBIS) training, and Restorative Justice practices to improve student resiliency skills, and teach/model appropriate behavior.

Strategy 2: Parent and Community Participation
Provide quarterly parent and community participation opportunities.
Means of Achievement: Alignment of Instruction with content standards
Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Provide additional Educational Assistant support in the academic day.

Measures:
The number of disruptive campus incidences will decrease. Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST). The percentage of students passing the California High School Exit Exam (CAHSEE) will increase. The percentage of students passing the California English Language Development Test (CELDT) will increase.

People Assigned:
Site Administrators

Start Date: 7/1/2011 Completion Date: 6/30/2014

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Action Title: Increase student engagement by reducing the student to staff ratio

Means of Achievement: Auxiliary services for students and parents
Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Increase the level of counseling services to help underachieving students stay focused and motivated.

Measures:
The number of disruptive school incidences will decrease. Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST). The percentage of students passing the California High School Exit Exam (CAHSEE) will increase. The percentage of students passing the California English Language Development Test (CELDT) will increase.

People Assigned:
Site Administrators

Start Date: 7/1/2011 Completion Date: 6/30/2014

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**Action Title:** Ensure staff, parent, and community engagement

**Means of Achievement; Involvement of staff, parents and community**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
- Establish formalized structures for staff, parent and community participation in school governance
- Provide parent education workshops to help parents support the academic process

**Measures:**
- The number of disruptive school incidences will be reduced.
- Students' academic performance will improve as measured on standards aligned formative assessments.
- The percentage of students passing the California High School Exit Exam (CAHSEE) will increase.
- The percentage of students passing the California English Language Development Test (CELDT) will increase.

**People Assigned:**
- Site Administrators Coordinator of Categorical and Special Project

**Start Date:** 7/1/2011  
**Completion Date:** 6/30/2014

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**Action Title:** Provide students with supplemental materials and supplies to motivate and focus students.

**Means of Achievement; Improvement of Instruction strategies and materials**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
- Evaluate current core and supplemental curriculum and determine what materials; software, instructional supplies, equipment, etc. is needed to motivate students to master grade level curriculum.

**Measures:**
- The number of disruptive incidences will decrease.
- Students' academic performance will improve as measured on standards aligned formative assessments.
- The percentage of students passing the California High School Exit Exam (CAHSEE) will increase.
- The percentage of students passing the California English Language Development Test (CELDT) will increase.

**People Assigned:**
- Site Administrators Coordinator of Categorical and Special Project

**Start Date:** 7/1/2010  
**Completion Date:** 6/30/2014

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**Action Title:** Provide underachieving students with supplemental services to help them master the grade level standards.

**Means of Achievement: Auxiliary services for students and parents**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students stay motivated and focused on their learning.

**Measures:**
The number of disruptive incidences will decrease. Students’ academic performance will improve as measured on standards aligned formative assessments. Students’ academic performances will improve on the California Standards Test (CST). The percentage of students passing the California High School Exit Exam (CAHSEE) will increase. The percentage of students passing the California English Language Development Test (CELDT) will increase.

**People Assigned:**
Site Administrators Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2010  
**Completion Date:** 6/30/2014

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LEA Goal:
Increase Graduation Rates

Goal Area: Other
School Goal: All Students will Graduate from High School

By June 2015, the rate of student graduation will increase by 5 percentage points at every school site as compared to June 2014 graduation rates.

By June 2015, the rate of student High School Equivalency Certification will increase by 5 percentage points at every school site as compared to June 2014 certification rates.

What data did you use to form this goal (findings from data analysis)?
Data to form this goal included individual school site graduation and certification rates.

What did the analysis of the data reveal that led you to this goal?
Analysis of the data revealed that secondary completion rates are disproportionately lower for identified subgroup populations.

What process will you use to monitor and evaluate the data?
CAHSEE pass rates will be analyzed and monitored at each administration (July, November, February, and May)
Student progress toward credit acquisition will be monitored each quarter.

Student enrollment in alternative graduation options will be monitored monthly

Strategy:

Strategy 1: Increase Graduation Rate
Students will have access to graduation options (e.g. High School Equivalency Certification assessments, credit recovery options, dual enrollment options, etc).

Strategy 2: Decrease Dropout Rates
Staff will be trained in Restorative Justice practices to support course completion.

Strategy 3: Parent and Community Participation
Provide quarterly parent and community participation opportunities.
**Action Title:** Increase student engagement by reducing the student to staff ratio

**Means of Achievement: Increased educational opportunity**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Provide additional Educational Assistant support in the academic day.

**Measures:**
The percentage of High school graduates will increase. Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST). The percentage of students passing the California High School Exit Exam (CAHSEE) will increase. The percentage of students passing the California English Language Development Test (CELDT) will increase.

**People Assigned:**
Site Administrators

**Start Date:** 7/1/2011  
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**Action Title:** Provide students with counseling services to help them stay focused and motivated

**Means of Achievement: Auxiliary services for students and parents**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Increase the level of counseling services to help underachieving students stay focused and motivated.

**Measures:**
The percentage of High school graduates will increase. Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST). The percentage of students passing the California High School Exit Exam (CAHSEE) will increase. The percentage of students passing the California English Language Development Test (CELDT) will increase.

**People Assigned:**
Site Administrators

**Start Date:** 7/1/2011  
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**Action Title: Improve student preparation to California High School Exit Exam**

**Means of Achievement: Extended learning time**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Increase the quality and frequency of CAHSEE preparation services

**Measures:**
The percentage of high school graduates will increase. Students' academic performance will improve as measured on standards aligned formative assessments. Students' academic performances will improve on the California Standards Test (CST). The percentage of students passing the California High School Exit Exam (CAHSEE) will increase. The percentage of students passing the California English Language Development Test (CELDT) will increase.

**People Assigned:**
Site Administrators

**Start Date:** 7/1/2011  
**Completion Date:** 6/30/2014

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**Action Title: Ensure staff, parent, and community engagement**

**Means of Achievement: Staff development and professional collaboration**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Establish formalized structures for staff, parent and community participation in school governance Provide parent education workshops to help parents support the academic process

**Measures:**
The percentage of high school graduates will increase. Students' academic performance will improve as measured on standards aligned formative assessments Students' academic performances will improve on the California Standards Test (CST). The percentage of students passing the California High School Exit Exam (CAHSEE) will increase. The percentage of students passing the California English Language Development Test (CELDT) will increase.

**People Assigned:**
Site Administrators Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2011  
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Action Title: Provide students with supplemental materials and supplies to help them perform at grade level.

Means of Achievement: Improvement of Instruction strategies and materials

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Evaluate current core and supplemental curriculum and determine what materials; software, instructional supplies, equipment, etc. is needed to make the curriculum more accessible for underachieving students.

Measures:
The percentage of High school graduates will increase. Students’ academic performance will improve as measured on standards aligned formative assessments. Students’ academic performances will improve on the California Standards Test (CST). The percentage of students passing the California High School Exit Exam (CAHSEE) will increase. The percentage of students passing the California English Language Development Test (CELDT) will increase.

People Assigned:
- Site Administrators
- Coordinator of Categorical and Special Projects

Start Date: 7/1/2010 Completion Date: 6/30/2014

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**Action Title:** Provide underachieving students with supplemental services to help them master the grade level standards

**Means of Achievement: Auxiliary services for students and parents**

**Action Type:** Form A: Planned Improvements in Student Performance.

**Tasks:**
Evaluate current student needs and then procure services, trainings, and other supplemental services to help underachieving students perform at grade level.

**Measures:**
The percentage of High school graduates will increase. Students’ academic performance will improve as measured on standards aligned formative assessments. Students’ academic performances will improve on the California Standards Test (CST). The percentage of students passing the California High School Exit Exam (CAHSEE) will increase. The percentage of students passing the California English Language Development Test (CELDT) will increase.

**People Assigned:**
- Site Administrators
- Coordinator of Categorical and Special Projects

**Start Date:** 7/1/2010  
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</tr>
</tbody>
</table>
Action Title: Increase Student Engagement by Providing Real Life Applications to the Value of an Education

Means of Achievement: Auxiliary services for students and parents
Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
Hire a Job Developer at the Odyssey site to provide students with opportunities to see the value of an education in the job market.

Measures:
High School Graduation Rate Passing rate on the California High School Exit Exam (CAHSEE)

People Assigned:
- Director of Alternative Schools
- Principals
- Counselors
- Coordinator of Categorical and Special Assignments

Start Date: 7/1/2011  Completion Date: 6/30/2014

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Job Developer Position</td>
<td>$12,066</td>
</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Manager of Categorical Programs and Special Projects</td>
<td>$356</td>
</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Job Developer Position</td>
<td>$5,300</td>
</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Job Developer Position</td>
<td>$5,300</td>
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</tbody>
</table>
Means of Achievement: Staff development and professional collaboration

Action Title: Provide opportunities for professional development and professional collaboration

Action Type: Form A: Planned Improvements in Student Performance.

Tasks:
1. Train teachers on the use of standards-aligned curriculum and supplemental materials. 2. Train staff on analysis of summative assessment results (CST, CAPA, and CAHSEE) and on analysis of formative assessment results from common assessments. 3. Train teachers in the use of differentiated instructional strategies to increase student engagement and skill development. 4. Provide educational assistants training in intervention strategies for targeted students. 5. Provide collaborative meeting time to focus on the following: a. Implementation of the standards driven curriculum and intervention programs. b. Use of effective researched-based instructional practices to meet the diverse needs of our alternative student population. c. Sharing of curricular materials and instructional approaches. d. Examine student work samples to ensure that students are mastering grade level standards.

Measures:
1. Students' academic performance will improve as measured on standards aligned formative assessments. 2. Students' academic performances will improve on the California Standards Test. 3. The percentage of students passing the California High School Exit Exam will increase.

People Assigned:
- Director of Alternative Education
- Principals
- Educational Services Branch Coordinators
- Coordinator of Categorical Programs

Start Date: 7/1/2011   Completion Date: 6/30/2014

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Hourly, Stipends, Materials, Contracts, etc.</td>
<td>$360</td>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Manager of Categorical Programs and Special Projects</td>
<td>$356</td>
</tr>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Hourly, Stipends, Materials, Contracts, etc.</td>
<td>$2,302</td>
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</table>
Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget: $86,361
Total Annual Expenditures for Current School Plan: ($86,361)
Balance: $0

<table>
<thead>
<tr>
<th>Funding Resource Code</th>
<th>Funding Source</th>
<th>Allocation / Expenditure</th>
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<td>3010</td>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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<tr>
<td></td>
<td>Action: Ensure staff, parent, and community engagement</td>
<td>($6,191)</td>
</tr>
<tr>
<td></td>
<td>Action: Improve student preparation for the California High School Exit Exam</td>
<td>($2,657)</td>
</tr>
<tr>
<td></td>
<td>Action: Improve student preparation to California High School Exit Exam</td>
<td>($7,272)</td>
</tr>
<tr>
<td></td>
<td>Action: Increase Student Engagement by Providing Real Life Applications to the Value of an Education</td>
<td>($23,022)</td>
</tr>
<tr>
<td></td>
<td>Action: Increase student engagement by reducing the student to staff ratio</td>
<td>($21,900)</td>
</tr>
<tr>
<td></td>
<td>Action: Provide opportunities for professional development and professional collaboration</td>
<td>($10,720)</td>
</tr>
<tr>
<td></td>
<td>Action: Provide students with counseling services to help them stay focused and motivated</td>
<td>($5,960)</td>
</tr>
<tr>
<td></td>
<td>Action: Provide students with supplemental materials and supplies to help them perform at grade level</td>
<td>($2,911)</td>
</tr>
<tr>
<td></td>
<td>Action: Provide students with supplemental materials and supplies to motivate and focus students</td>
<td>($356)</td>
</tr>
<tr>
<td></td>
<td>Action: Provide underachieving students with counseling services to help them stay focused and motivated</td>
<td>($1,987)</td>
</tr>
<tr>
<td></td>
<td>Action: Provide underachieving students with supplemental services to help them master the grade level stand</td>
<td>($3,385)</td>
</tr>
<tr>
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<td>Balance:</td>
<td>$0</td>
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School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Represents</th>
<th>Contact Info</th>
<th>Reviewed Plan Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela Halck</td>
<td>Principal</td>
<td>840 Guadalupe Parkwa</td>
<td>5/6/2014</td>
</tr>
<tr>
<td>Steve Schwimmer</td>
<td>Other School Staff</td>
<td>840 Guadalupe Parkwa</td>
<td>5/6/2014</td>
</tr>
<tr>
<td>Gisela David</td>
<td>Parent or Community Member</td>
<td>408-509-4409</td>
<td>5/6/2014</td>
</tr>
<tr>
<td>Zehcia Girland</td>
<td>Parent or Community Member</td>
<td>408-401-0963</td>
<td>5/6/2014</td>
</tr>
<tr>
<td>Francisca Marcelo</td>
<td>Parent or Community Member</td>
<td></td>
<td>5/6/2014</td>
</tr>
<tr>
<td>Yuridia Ochoa</td>
<td>Secondary Student</td>
<td>840 Guadalupe Parkwa</td>
<td>5/6/2014</td>
</tr>
<tr>
<td>Jose Duran</td>
<td>Secondary Student</td>
<td>840 Guadalupe Parkwa</td>
<td>5/6/2014</td>
</tr>
<tr>
<td>Stephanie Duran</td>
<td>Secondary Student</td>
<td>840 Guadalupe Parkwa</td>
<td>5/6/2014</td>
</tr>
<tr>
<td>Earl Thaxton</td>
<td>Classroom Teacher</td>
<td>840 Guadalupe Parkwa</td>
<td>5/6/2014</td>
</tr>
<tr>
<td>Michael Dempsey</td>
<td>Classroom Teacher</td>
<td>840 Guadalupe Parkwa</td>
<td>5/6/2014</td>
</tr>
<tr>
<td>Mitzi Merek</td>
<td>Classroom Teacher</td>
<td>840 Guadalupe Parkwa</td>
<td>5/6/2014</td>
</tr>
</tbody>
</table>

Total Number of Committee Members

<table>
<thead>
<tr>
<th>Number of Members of each Category</th>
<th>Principal</th>
<th>ClassRoom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
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</tbody>
</table>

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
   - English Language Advisory Committee  
   
   

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5/6/2014
1. Use of state and local assessments to modify instruction and improve student achievement (ESEA):

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

3. Status of meeting requirements for highly qualified staff (ESEA):

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):
   
   All classrooms are staffed with highly qualified teachers. Teachers of core academic subjects possess a bachelor's degree, hold an appropriate teaching credential, authorization, or intern certificate, and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, and ELD, that focuses on curricular and instructional materials.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):
   
   The district provides instructional assistance and ongoing support to teachers of all subjects and grade levels. Teachers receive professional development from content experts and work with coaches from the Educational Services branch in the classroom to deepen their knowledge about the subject content and delivery of instruction.

8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC):
   
   The district facilitates and supports structured collaboration meetings in order for all teachers to analyze, discuss, and utilize the results of the local assessment system to guide student placement, instructional planning and delivery, and progress monitoring.

9. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):
   
   The school utilizes textbooks and supplemental materials that are aligned with state standards in English language arts, mathematics, and science. Teachers use differentiated instruction to accelerate student learning in these subject areas. Student progress toward meeting state standards in English language arts, mathematics, and science is measured using a system of quarterly benchmark assessments and a summative assessment at the end of the year. These assessments are scaled in order to ensure proper monitoring of student growth throughout the year.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):
   
   The school/district prepares, distributes, and monitors the use of the annual instructional/assessment pacing guide being used for each grade level for all subjects, including strategic support and intensive intervention reading and mathematics programs, in order for all teachers to follow a common sequence of instruction and assessment.

12. Availability of standards-based instructional materials appropriate to all student groups (ESEA):
Every student has access to standards-based instructional materials appropriate to his or her student group description, which include English Learners and Title I.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

The school provides universal access to the current core subject programs, and the ancillary materials for those programs. The school also provides the current intensive interventions for English language arts, ELD, and mathematics. These programs are implemented as designed and are documented to be in daily use in every classroom, with materials for every student.

14. Services provided by the regular program that enable underperforming students to meet standards (ESEA):

15. Research-based educational practices to raise student achievement at this school (ESEA):

16. Resources available from family, school, district, and community to assist under-achieving students (ESEA):

17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs, (5 CCR 3932):

The staff and School Site Council (SSC) annually review student performance data and analyze current instructional programs to determine goals for the following school year. Services and activities designed to improve academic performance are established, and categorical funds are allocated based on the priority of the service or activity. The school continually invites the community to participate in School advisory committees to review the school plan and provide input on ways the plan can meet the needs of students.

18. Services provided by categorical funds that enable underperforming students to meet standards (ESEA):

The staff and School Site Council (SSC) annually review student performance data to determine goals for the following school year. Services and activities needed to accelerate learning among underperforming students are determined for each goal. Categorical funds are then allocated based on the priority of the service or activity. Throughout the year, the SSC monitors the spending of these funds.

19. Fiscal support (EPC):

The district’s general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in reading and language arts, ELD, mathematics, as specified in the Single Plan for Student Achievement.
LOCAL EDUCATIONAL AGENCY PLAN
2014-15

Approved by the Santa Clara County Board of Education
Wednesday, June 4, 2014
Elementary and Secondary Education Act  
Corrective Action  
Local Education Agency Plan

Corrective Action 6 Plan Information:

Name of Local Educational Agency (LEA): Santa Clara County Office of Education  
County/District Code: 43104396069371  
Dates of Plan Duration: May 2014 – May 2017  
Date of Local Governing Board Approval: June 4, 2014

District Contact Information:

District Superintendent: Mary-Ann Dewan (Interim), Ph.D  
Address: 1290 Ridder Park Drive  
City: San Jose  
Zip code: 95131-2304  
Phone: (408) 453-6560  
Fax:  

Certification: (Retain original signatures on file in the district office.)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected programs, and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. Copies of all waivers will remain on file. I certify that original signatures for this Corrective Action 6 Improvement Plan are on file in the district office.

Mary Ann Dewan, Ph.D.  
6/4/2014  
Printed or typed name of Superintendent  
Date  
Signature of Superintendent

Leon Beauchman  
6/4/2014  
Printed or typed name of Board President  
Date  
Signature of Board President
District Profile

In the space below, provide a brief narrative description of your district. Include your district’s vision/mission statement and 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.

OUR MISSION STATEMENT

The Santa Clara County Office of Education (SCCOE) is committed to serving, inspiring and promoting student and public school success.

THREE-YEAR GOALS (2013-2016)

- Improve student equity and reduce access discrepancies to high quality education
- Provide support to districts, communities, schools and students.
- Be a premier employer
- Improve organizational effectiveness and efficiency

SCCOE PROGRAM DESCRIPTIONS

Alternative Education

The Alternative Education Department (AED) of the Santa Clara County Office of Education provides supplementary educational services for neglected, delinquent and at-risk youth through 10 educational programs located on 7 school sites (Court Schools: Blue Ridge, Osborne, & EDGE; Community Schools: Odyssey, Snell, Stonegate, Sunol, Terrabella; Independent Study, & Transformation Academy). The department has a stable daily enrollment of approximately 450 students, while servicing over one thousand students a year due to high transiency rates. AED serves students from 21 diverse school districts in the county, in grades 6 through 12+ who are adjudicated, expelled, or on a rehabilitation plan. There has been declining enrollment over the last three years due to less students being incarcerated and more effective intervention programs occurring in feeder districts. The average stay for a student in Juvenile Hall is less than 22 days while students in our ranch facility average 4 to 6 months. Average length of time for participation in our Community schools is two semesters. The Alternative Education Programs/ SCCOE goals are aligned with the Local Education Agency (LEA) Plan, Title III Action Plan, and School Plan for Academic Achievement (SPSA) and the Western Association of Schools and Colleges (WASC) plan. The goals identified were developed through an extensive review of student performance data related to academic achievement and language acquisition, in addition to baseline and benchmark data related to attendance and behavior infractions. Additional interim testing occurred through the use of STAR Renaissance to identify specific skill gaps in both Math and English Language Arts. The
English Language Gains test is used to monitor the progression of language acquisition. Because the majority of the students served by the department are seniors and can take the CAHSEE multiple times within a school year, test participation and outcomes are also monitored.

### Demographic breakdown (per 2011-2012 CBEDS)

<table>
<thead>
<tr>
<th>Ethnicity (per 2011-2012 CBEDS)</th>
<th>Enrollment (90% male/10% female)</th>
<th>English Language Learner</th>
<th>Special Education</th>
<th>Social-Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>38</td>
<td>254</td>
<td>78</td>
<td>29</td>
</tr>
<tr>
<td>BI</td>
<td>17</td>
<td></td>
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<tr>
<td>H/L</td>
<td>233</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>11</td>
<td></td>
<td></td>
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<tr>
<td>Court Schools (including EDGE)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>13</td>
<td>222</td>
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<tr>
<td>A</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fig.1

### Regional Occupational Programs (ROP)

Regional Occupational Programs (ROP) courses offer students in Santa Clara County Office of Education’s Alternative Education (AED) schools with vocational, technical, and occupational preparation. ROP courses provide AED students with skills they can utilize to compete in today's technical job market. Those skills enable students to attain jobs, upgrade their skills, and/or pursue higher levels of training in their chosen occupation. The AED ROP courses offer include: Computer Business Applications, Welding/Metal Fabrication, Building and Construction, and Computer Engineering. AED’s ROP Computer Business Applications course includes articulation agreements with Gavilan Community College to allow students at community and institutional schools to obtain articulated credit upon enrollment at the college. The articulated credit is for the ROP Computer Business Applications which allows students at all sites to obtain articulated credit for computer keyboarding and computer literacy, both required for associate and certificate programs at Gavilan College. Additional articulation agreements for AED ROP courses will be enhanced and established in the upcoming academic years.

### Special Education

The Santa Clara County Office of Education’s Special Education Program serves as a partner with the county’s public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, Paraeducators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child’s needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive
instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

**Deaf/Hard of Hearing:** Total communication approach that allows for all forms of communication in an instructional program.

**Orthopedic Impairments:** Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

**Autism Spectrum Disorders:** Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

**Emotional Disturbance:** Students receive individual and group mental health services as well as academic instruction.

**Severe Medical Needs and Cognitive delays:** Instruction in modified curriculum based on Common Core, independent living skills and inclusion.

**Early Start Program:** Provides support and resources to family members and caregivers to enhance children’s learning and development.

**Itinerant Services:** Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

**Workability Program:** Serves students ages 16-22 years of age providing vocational training, transition planning and self-advocacy.

**Inclusion Collaborative:** This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in childcare, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources countywide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children’s Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student’s goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for addition materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through Workability and Early Learning grants.
### Demographic breakdown (per 2013-2014 CALPADS)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Enrollment</th>
<th>English Language Learner</th>
<th>Migrant</th>
<th>NSLP</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>Free</td>
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<tr>
<td>Community Schools</td>
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<td>Court Schools</td>
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<td>66</td>
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<tr>
<td>Charter Schools</td>
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</tr>
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<td>COE Special Ed. Programs</td>
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<td>598</td>
<td>2</td>
<td>532</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>684</strong></td>
<td><strong>3</strong></td>
<td><strong>650</strong></td>
</tr>
</tbody>
</table>

### Ethnicity (per 2013-2014 CBEDS)

<table>
<thead>
<tr>
<th></th>
<th>Multiple Races</th>
<th>Asian Indian</th>
<th>Black</th>
<th>Cambodian</th>
<th>Chinese</th>
<th>Declined</th>
<th>Filipino</th>
<th>Guamanian</th>
<th>Japanese</th>
<th>Korean</th>
<th>Lao</th>
<th>Oth Pac Islander</th>
<th>Native Amer</th>
<th>Other Asian</th>
<th>Samoan</th>
<th>Vietnamese</th>
<th>White</th>
<th>Hispanic</th>
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</thead>
<tbody>
<tr>
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<td>Court Schools</td>
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</tr>
<tr>
<td>Charter Schools</td>
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<td>COE Special Ed Programs</td>
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<td>50</td>
<td>95</td>
<td>5</td>
<td>18</td>
<td>3</td>
<td>10</td>
<td>14</td>
<td>18</td>
<td>3</td>
<td>232</td>
<td>1122</td>
<td>789</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>86</strong></td>
<td><strong>88</strong></td>
<td><strong>3</strong></td>
<td><strong>65</strong></td>
<td><strong>56</strong></td>
<td><strong>95</strong></td>
<td><strong>1</strong></td>
<td><strong>7</strong></td>
<td><strong>19</strong></td>
<td><strong>3</strong></td>
<td><strong>23</strong></td>
<td><strong>22</strong></td>
<td><strong>3</strong></td>
<td><strong>238</strong></td>
<td><strong>1341</strong></td>
<td><strong>948</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Foster Youth Services

The Santa Clara County Office of Education’s Foster Youth Services Program (FYS) will provide educational services, opportunities and supports to those foster youth with an open dependency case that are enrolled in SCCOE’s Alternative Education and Special Education programs. SCCOE-FYS works in collaboration with school districts, child welfare services, juvenile court, community colleges, and substitute care providers to improve educational outcomes for foster youth.

### Program Goals

- To improve student educational outcomes (K-12)
- To increase the number of transition age youth attending post secondary education
• To provide educational and support services to close the achievement gap
• To provide outreach and engagement

LEA Responsibility

• Facilitate education records between educational institutions
• Train Alternative Education staff on education laws related to foster youth
• Provide tutoring to students within the LEA
• Facilitate communication between those involved in the lives of foster youth
• Support Group Home Providers by offering professional staff development training
• Work collaboratively with agencies involved in the lives of foster youth
• Provide college and career opportunities

McKinney-Vento Homeless Student Assistance Program

The McKinney-Vento Homeless Assistance Act (SEC. 1032. Education for Homeless Children and Youths), ensures that children who are considered homeless or in transition have the same educational rights and protections as any other school children. The Santa Clara County Office of Educations McKinney-Vento Educational Services Program will provide educational services, opportunities and supports for those students in Santa Clara County that find themselves determined to be in a homeless or transition capacity. SCCOE-McKinney-Vento program works with school districts, migrant education programs, families and student success partners to support positive educational outcomes for students that are experiencing a transitional or homeless situation.

Program Goals

• To improve student educational outcomes (K-12)
• To eliminate barriers to school access and support immediate enrollment rights
• To increase student school stability and academic success
• To provide educational and support services that serve to close the achievement gap
• To provide outreach and engagement to community, students regarding child centered best interest decision making processes
• Ensure all McKinney-Vento students are enrolled in Free and Reduced Lunch Program

McKinney-Vento Homeless Program Provisions

• Facilitate transfer of education records between educational institutions
• Facilitate immediate enrollment with or without academic or medical records
• Support continued attendance at the student’s school of origin
• Respond effectively to the needs of homeless students and their families
• Support appropriate communication between McKinney-Vento students and their school district staff
• Provide homeless student with school supplies, uniforms and bus passes for school transportation needs

McKinney-Vento Key Facts

• McKinney-Vento is a Federal Law and therefore supersedes any State Laws
• Homeless students have a right to immediate enrollment regardless of absent paperwork needed for registration
• Students have a right to stay in and continue to remain in their school of origin the entire time they are homeless
• Students may continue in their current school until the end of the academic year even if there homeless status becomes resolved during that same school year
• Homeless students will be able to receive transportation to their school of origin, provided or arranged by their school district or through a joint effort among school districts.
• Every school district has an appointed McKinney-Vento Liaison that will facilitate student and family needs while they are experiencing a homeless situation.

Other Program Supports

• Dispute Resolution Process

Migrant Education

The general purpose of the Migrant Education Program is to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this purpose, the Migrant Education Program helps local operating agencies address the special educational needs of migrant children to better enable migrant children to succeed academically. More specifically, Section 1301 of Title I - Part C states that the purposes of the Migrant Education Program are to:

1. Support high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from repeated moves;
2. Ensure that migrant children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
3. Ensure that migrant children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
4. Ensure that migrant children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
5. Design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment; and
6. Ensure that migrant children benefit from State and local systemic reforms.

Summary Analysis of the Needs Assessment

In the space below, provide a summary analysis of the needs assessment conducted to inform the development of the Corrective Action 6 Improvement Plan. Describe sources of data reviewed, stakeholders involved, review process and major findings. The high priority needs surfaced in the needs assessment should be addressed in the goals.
strategies and actions of the Plan. LEAs required to work with a TA provider must incorporate recommendations made by the TA provider.

**PROCESS**

In SY 2013-14, several local community meetings were organized involving the key stakeholders, in order to effectively gain a better understanding of SCCOE Programs’ strengths, needs, growth areas, intended outcomes, and to identify the instructional priorities. This review process consisted of community and site level meetings, administration of the District Assistance Survey (DAS), English Learner Subgroup Self Assessment (ELSSA) (to improve outcome for English Learners), Inventory of Services and Supports (ISS) Survey for students with disabilities, WASC accreditation process, Foster Youth – “Hub Staff” and California Youth Connection, Executive/Leadership Team Meetings, Superintendent’s Advisory Council, Bargaining Unit Meetings, review of the Title III year four plan and a review of student achievement data for the past three years. The compliance report of findings from the Federal Program Monitoring Audit was also considered in the analysis of data that was compiled.

District Assistance Survey (DAS) was administered through key community meetings with Parents and Families, Students, Administrators, Teachers and other key stakeholders. Responses were collected in real time, using interactive technology and collaborative discussions between the different stakeholders. Responses and feedback was also obtained via local staff and community meetings (at site level) involving Principals and teachers, dissemination of information through the School Site Council, DELAC, ELAC, District and School Leadership Team (DSLT) meetings, and other avenues such as IEP meetings, site level meetings between Parents and teachers.

Assessment of technology needs (software, hardware, training, and other such needs) was obtained through an online technology survey completed individually by the educational community of SCCOE (Teachers, Itinerant Staff, Administrators).

Current student achievement data including STAR, CAPA, CELDT and reclassification data, CAHSEE, STAR Renaissance, and English Language Gains Test were reviewed by the Parents, Teachers, Principals, Administrators, and the Superintendent.

Through community meetings, the LEA analyzed the level of implementation of its current plan, identified existent needs and proposed future goals and potential action steps. Individuals gave input into what changes were needed to improve student achievement and work towards the 10 State Priorities.

This analysis and stakeholder input described above provided a current picture of the district’s needs and guided the writing and focus of this LEA Plan.

**CLOSING THE ACHIEVEMENT GAP: IDENTIFIED KEY NEEDS**

**Conditions for Learning**

- Provide comprehensive Professional Development for teachers and administrators in the transition to the Common Core State Standards and Smarter Balanced Assessments
• Develop support for technology and curriculum integration
• Expand Technology and software access
• Effective data collection and analysis: Provide continued, in-depth professional development in the use of data for decisions to improve ELA and Mathematics instructional programs
• Focus on documenting and sharing effective and engaging instructional strategies
• Existing curriculum and assessments from district host sites to be made available
• Develop Equity-Centered Professional Learning Communities/Teams
• Implement a systematic, comprehensive ELD program for English Learners TK-age 22
• Hiring and retaining highly qualified educators, paraeducators, and other designated instructional and support staff
• Increased focus on documenting and sharing effective instructional strategies with a special emphasis on Long-Term English Language Learners (K-22)
• Foster youth suffer from an educational achievement gap requiring an Individual Learning Plan
• Foster youth experience a high rate of unnecessary and preventable school transfers (McKinney-Vento Act). Transportation should be provided to school of origin
• Foster Youth require improved coordination of services
• Educational placement needs to be available for the expelled student who is in grades K-8
• Increased collaboration with districts to formalize accommodations in their networks for SCCOE VPN connections
• Improving communication & collaboration between technology and staff
• Solid infrastructure to support Internet access for curriculum, instruction and assessments (e.g. for Smarter Balanced)

Pupil Outcomes (Achievement, Other Outcomes)

• Expand Technology usage in the classroom for instruction and increase the use of acceleration software and on-line resources in the classroom for students in need of supplemental intervention
• Increase content-specific Professional development in various areas of technology
• Increase content-specific Professional development in relevant areas of the school climate (for administrators, teachers and other educators)
• Increase student-led IEPs
• Enhance consistent use of the core curriculum and intervention materials resulting in larger, accelerated gains by students as measured by benchmark and standardized testing, and progress on IEP goals
• Expand career/real world opportunities for effective post secondary/adult life choices and ease transition from high school to college or career-oriented programs; develop core instructional blocks that will team CTE and core content area teachers
• Opportunities for integration/inclusion of students in general education and to acquire mastery of common core standards
• Develop Equity-Centered Professional Learning Communities/Teams
• Implement a systematic, comprehensive ELD program for English Learners K-age 22
• Hiring and retaining highly qualified educators, paraeducators, and other designated instructional and support staff
• Increased focus on documenting and sharing effective instructional strategies with a special emphasis on Long-Term English Language Learners
• Implement a more rigorous parent involvement plan for communication and training so parents are effective partners in their children’s education program and take greater part in district decision-making
• Foster youth experience a high rate of unnecessary and preventable school transfers (McKinney-Vento Act). Transportation should be provided to school of origin
• Transferring foster youth experience delays in enrollment, delayed assignment to appropriate classes, and do not receive appropriate partial credits

Engagement (Parent, Pupil & School)

• Increase content-specific Professional development in various areas of technology
• Increase content-specific Professional development in relevant areas of the school climate (for administrators, teachers and other educators)
• Increase student-led IEPs
• Develop Equity-Centered Professional Learning Communities/Teams
• Hiring and retaining highly qualified educators, paraeducators, and other designated instructional and support staff
• Implement a more rigorous parent involvement plan for communication and training so parents are effective partners in their children’s education program and take greater part in district decision-making
• Continue to expand resources for families and students outside of the school day in meeting social emotional wellness needs of the students
• Transferring foster youth experience delays in enrollment, delayed assignment to appropriate classes, and do not receive appropriate partial credits.
• Foster Youth require improved coordination of services
• Educational placement for the expelled student who is in grades K-8
• Increased collaboration with districts to formalize accommodations in their networks for SCCOE VPN connections
• Improving Communication & Collaboration Between Technology and Staff
• Development of grant and resources (community, business) to support the components of Student Services.

Local Measures of Student Performance

If local student academic assessments are used in addition to the state level assessments, provide a description of how these local assessments are used to:
a. determine the success of students in meeting the state academic standards, and
provide information to teachers, parents, and students on progress being made
toward meeting these standards

b. assist in diagnosis, teaching, and learning in the classroom to enable low-achieving
students to meet state academic standards and do well in the standards-based/
standards-aligned curriculum

c. determine what revisions are needed to academic programs so that low-achieving
students meet the state academic standards

d. identify students who may be at risk for reading failure or who are having difficulty
reading

“Students with disabilities need access to rigorous standards through high quality curriculum and
instruction. They also need reliable, valid and fair assessment to measure both access to and progress in
the general curriculum for students with disabilities.”

- National Center on Education Outcomes (2011)

For English Learners: Because students with moderate or severe developmental and intellectual
disabilities usually have delays in the areas of general language development and cognition, it often is
difficult to establish the level of English language proficiency (ELP) using CELDT. SCCOE Special
Education (SCCOE SPED) utilizes an alternate assessment to CELDT, “SCCOE-CALPS” (Santa Clara
County Office of Education Special Education Reclassification Procedures and Comprehensive Alternate
Language Proficiency Survey). Based on the “CELDT Participation Criteria for Alternate Assessment”,
the alternate assessment (SCCOE-CALPS) provide an alternate means to measure the English language
proficiency of students with disabilities whose Individualized Education Program (IEP) teams have
determined that they are unable to participate in the CELDT even with variations, accommodations, and/or
modifications. It is used to assess language proficiency of students with disabilities characterized as
moderate or severe. It assesses all areas required by the California Department of Education, including
listening, speaking, reading, and writing; and establishes levels in both the primary language as well as
English.

The information from the SCCOE-CALPS can be used to determine whether the student is considered
to be an “English Learner” (EL), or a student with disabilities in language and cognition, across
languages. Students who are considered to be ELs receive targeted instruction in English Language
Development, including vocabulary, syntax, morphology, and pragmatics unique to the English language.
Students who are considered to be delayed in any language will receive targeted instruction in general
development of language and communication.

The SCCOE-CALPS can also be used to assist in reclassifying a student to Fully English Proficient
(RFEP) who has formerly been considered an EL, in accordance with the four State Board of Education
adopted criteria for reclassification that need to be met, and documented in the student's IEP.
EL students (EL and LTEL) continue to receive classroom instruction appropriate to their
CELDT/Alternate Assessment level and domain needs. Teachers will revisit definitions and characteristics
of the four language domains (Listening, Speaking, Reading and Writing). Classroom instruction will
support EL student through the use of a “Language-rich” classroom including ample speaking and
listening opportunities, continual use of visuals, realia & graphic organizers and language support for oral

and written text. Students will be provided the opportunities to expand oral language speaking and
listening activities through pair-share activities; interactive group work; individual & group student
presentations. Teachers will incorporate graphic organizers/thinking maps into lesson to support student
thought process. In addition, teacher will use read-aloud materials to develop comprehension skills.

Alternate Assessment: The National Center and State Collaborative (NCSC) is a project led by five
centers and 27 states (18 Tier I core states and 9 Tier II states) to build an alternate assessment based
on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities.
Tier I Core States are involved in the governance of NCSC and have decision-making authority. Tier II
states will help develop an individualized plan to implement the professional development and
curriculum/instruction resources, including formative assessment strategies and progress monitoring
tools. This will prepare both teachers and students for the summative assessment once the project is
complete. California is one of the 9 states participating as a Tier II state in the NCSC project that is
intended to build curriculum, instructional tools, and assessments aligned to the Common Core State
Standards (CCSS) for students with a significant cognitive disability. The NCSC project is utilizing a
Communities of Practice model to provide this professional development. SCCOE Special Education is
participating in the NCSC project, the goal to ensure that students with the most significant cognitive
disabilities achieve increasingly higher academic outcomes and leave high school ready for post-
secondary options. 
(https://wiki.ncscpartners.org/mediawiki/index.php/Main_Page)

Unique Learning System (ULS): SCCOE Special Education has adopted the Unique Learning
System (ULS) as its core curriculum for students with moderate/severe special needs. ULS is a research-
based English language arts, math, science, and social studies curriculum and is specifically designed for
students with moderate to severe disabilities who are participating in the alternate curriculum, and
features integrated, monthly thematic units that are aligned to Common Core State Standards (CCSS). Unique
Learning System, along with supplementary instructional materials and assessments, generates
formative, curriculum-based assessment data that informs and guides teachers’ instruction. Unique
Learning System assessment data also assists IEP teams in developing comprehensive present levels of
performance and related goals through the process of data analysis and decision-making. 
(https://www.n2y.com/products/unique/)

Students Annual Needs Determination Inventory (SANDI): SCCOE Special Education utilizes
assessment aligned with standards and instruction using SANDI. SANDI is aligned to CCSS, and
assesses all Present Levels on the IEP including Reading, Writing, Math, Communication, Science,
Social Emotional, Gross/Fine Motor, Adapted Daily Living Skills and Vocational/Transition. It is
administered prior to annual IEP development and determines Present Levels of Performance, along with
prioritizing student need areas for CCSS access. The results are then targets and guides writing of CCSS
aligned/connected IEP goals. 
(https://sandi.forallschools.com/login/)

Other Local Measures: In addition to the above, SCCOE utilizes both formative and summative
assessments such as STAR Renaissance, English Language Gains Test, teacher made tests, student
observations, peer/self assessment, use of interactive technology (such as whiteboards), work samples,
group activities (e.g. choir, talent show, walk-a-thon etc.), student portfolios etc.
Goals, Strategies and Action Steps

In the space below each goal title:

1) Provide a description of the LEA’s specific, measurable, goal for the topic. Goal descriptions should specify the desired outcome, numerical goals for a 3 to 5 year time frame and how progress will be measured.
2) Describe research-based strategies the LEA will use to achieve the goal. ESEA-required strategies have been pre-populated in the table. The LEA should add additional local strategies, as appropriate.

3) Identify actions that will be necessary to implement each strategy. Action steps should identify a specific timeline, persons responsible and funding sources and amounts to carry out the action.

Notes:
- The high priority needs surfaced in the needs assessment should be addressed in the goals, strategies and actions of the Plan. Per Education Code 52059(e)(4), LEAs required to work with a TA provider must incorporate recommendations made by the TA provider, unless exempted by the State Superintendent for Public Instruction and the State Board of Education.

- Detailed guidance and examples of goal, strategy and action step wording may be found in the LEA Plan Guidance Document.
GOALS AND STRATEGIES

Goal IA: Proficiency in Reading/Language Arts

1. **Strategy:** Instructional Materials
   Ensure that every student in every classroom has standards-based/standards-aligned core instructional materials.

**Goal 1:** Santa Clara County Office of Education (SCCOE) will provide Common Core State Standards (CCSS) curriculum in Reading/Language Arts curriculum to every classroom serving identified groups (Latino, English Learner (EL), Long Term English Learner (LTEL), Special Needs & Foster Youth). Progress monitoring will be based upon physical inventory to be completed bi-yearly (every 6 months) of the instructional calendar.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of classrooms will have CCSS curriculum in Reading/Language Arts.</td>
<td>100% of classrooms will have CCSS curriculum in Reading/Language Arts.</td>
<td>CAHSEE passage rates in ELA will increase from 65% to 75%.</td>
</tr>
<tr>
<td>GED preparation software will be purchased and provided at all sites for use by second semester seniors who will not graduate via the traditional route (AED), or at other sites, where deemed appropriate.</td>
<td>CAHSEE passage rates in ELA will increase from 45% to 55%.</td>
<td>CAHSEE passage rates in ELA will increase from 55% to 65%.</td>
</tr>
</tbody>
</table>

**Goal 2:** SCCOE will use CCSS based Reading/Language Arts curriculum which will provide students a scope and sequence to improve scores to a proficient level, or attainment of their ELA goals (e.g. for SPED: IEP Goals), for all identified groups on state assessments and curriculum based benchmarks. Progress monitoring will be every quarter of the school calendar using available data management source (e.g. progress reports).

<table>
<thead>
<tr>
<th>By June, 2015</th>
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<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% of Special Education students will master their ELA goals, or move from Basic to Proficient on their ELA assessments.</td>
<td>55% of Special Education students will master their ELA goals, or move from Basic to Proficient on their ELA assessments.</td>
<td>60% of Special Education students will master their ELA goals, or move from Basic to Proficient on their ELA assessments.</td>
</tr>
<tr>
<td>CAHSEE passage rates in ELA will increase from 36% to 45%.</td>
<td>CAHSEE passage rates in ELA will increase from 45% to 55%.</td>
<td>CAHSEE passage rates in ELA will increase from 55% to 65%.</td>
</tr>
</tbody>
</table>
2. **Strategy:** Standards-aligned Instruction  
   Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials.

**Goal 1:** SCCOE will provide Reading/Language Arts instruction to identified groups, aligned with CCSS to enable students to access and master instructional targets (based on IEP goals, benchmark assessments, CAPA results and other formative and summative assessments e.g. Smarter Balanced). Progress monitoring will be based upon voluntary sharing of lessons by teachers and other instructional staff at union approved teacher meetings (e.g. Professional Learning Community/Professional Learning Team meetings).

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<thead>
<tr>
<th>By June, 2015</th>
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</tr>
</thead>
<tbody>
<tr>
<td>35 lessons/shared materials to be posted on PLT website (SPED) or shared through other identified collaborative forum.</td>
<td>55 lessons/shared materials to be posted on PLT website (SPED) or shared through other identified collaborative forum.</td>
<td>75 lessons/shared materials to be posted on PLT website (SPED) or shared through other identified collaborative forum.</td>
</tr>
<tr>
<td>50% of Special Education students will master their ELA goals.</td>
<td>55% of Special Education students will master their ELA goals.</td>
<td>60% of Special Education students will master their ELA goals.</td>
</tr>
<tr>
<td>Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.</td>
<td>Professional Development will be offered in: Depth of Knowledge (DOK), Gradual Release of Responsibility (GRR), Cornell notes, and Argumentative Writing.</td>
<td>Instructional strategies studied during the 2016-2017 school year will be utilized with performance based assessments used in the classroom.</td>
</tr>
</tbody>
</table>

**Goal 2:** SCCOE will engage in CCSS based Reading/Language Arts instruction which enables students to demonstrate their level of proficiency on curriculum based tests, Smarter Balanced assessments, or through other formative assessments. Data will be gathered through written records, online data collection tools (e.g. SANDI), and test results at least one time per semester.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compilation of data at each site for each semester.</td>
<td>Compilation of data at each site for each semester.</td>
<td>Compilation of data at each site for each semester</td>
</tr>
<tr>
<td>Benchmark testing in AED will show a minimum of 5% growth per semester of enrollment in ELA with program as measured by Benchmark testing.</td>
<td>Benchmark testing in AED will show a minimum of 5% growth per semester of enrollment in ELA with program as measured by Benchmark testing.</td>
<td>Benchmark testing in AED will show a minimum of 5% growth per semester of enrollment in ELA with program as measured by Benchmark testing.</td>
</tr>
<tr>
<td>Implement Smarter Balanced Assessment Consortium (SBAC)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 3: SCCOE will train, maintain and implement technology at the County level, in collaboration with host districts and community centers, as a tool for Reading/Language Arts instruction and assessment in order to increase proficiency with it, and to build prerequisite skills to complete online assessments. Data will be gathered through written records and test results at least one time per semester.

<table>
<thead>
<tr>
<th>By June, 2015</th>
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<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement Principal use of Data Dashboards in AED.</td>
<td>Implement and train Principal use of Data Dashboards in AED.</td>
<td>Evaluate student outcomes and program enhancements with the use of Principal use of Data Dashboards in AED.</td>
</tr>
<tr>
<td>Implement and maintain technology requirements (hardware and software) for Smarter Balanced Assessment Consortium (SBAC) testing.</td>
<td>Implement and maintain technology requirements (hardware and software) for Smarter Balanced Assessment Consortium (SBAC) testing.</td>
<td></td>
</tr>
</tbody>
</table>

Research-based strategies used by the LEA

The SCCOE will enlist research based instruction to support Reading /Language Arts for all identified groups ((Latino, English Learner (EL), Long Term English Learner (LTEL), Special Needs & Foster Youth). Instructors will use differentiated instructional methods to address learning differences as available on the following websites and researches.

- Differentiation Central (University of Virginia). Retrieved from http://curry.edschool.virginia.edu/hottlinx/
Goal IB: Proficiency in Mathematics

1. **Strategy:** Instructional Materials
   Ensure that every student in every classroom has standards-based/standards-aligned core instructional materials.

**Goal 1:** Santa Clara County Office of Education (SCCOE) will provide Common Core State Standards (CCSS) Math curriculum to every classroom serving identified groups (Latino, English Learner (EL), Long Term English Learner (LTEL), Special Needs & Foster Youth). Progress monitoring will be based upon physical inventory to be completed bi-yearly (every 6 months) of the instructional calendar.

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<tr>
<td>80% of classrooms will have CCSS curriculum in Math.</td>
<td>100% of classrooms will have CCSS curriculum in Math.</td>
<td></td>
</tr>
<tr>
<td>GED preparation software will be purchased and provided at all sites for use by second semester seniors who will not graduate via the traditional route (AED), or at other sites, where deemed appropriate.</td>
<td></td>
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**Goal 2:** SCCOE will use CCSS based Math curriculum which will provide students a scope and sequence to improve scores to a proficient level, or attainment of their ELA goals (e.g. for SPED: IEP Goals), for all identified groups on state assessments and curriculum based benchmarks. Progress monitoring will be every quarter of the school calendar using available data management source (e.g. progress reports).

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<th>By June, 2015</th>
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<tr>
<td>30% of Special Education students will master their Math goals, or move from Basic to Proficient on their Math assessments.</td>
<td>40% of Special Education students will master their Math goals, or move from Basic to Proficient on their Math assessments.</td>
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CAHSEE passage rates in Math will increase from 36% to 45%.

CAHSEE passage rates in Math will increase from 45% to 55%.

CAHSEE passage rates in Math will increase from 55% to 65%.

2. **Strategy:** Standards-aligned Instruction
   Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials.

**Goal 1:** SCCOE will provide Math instruction to identified groups, aligned with CCSS to enable students to access and master instructional targets (based on IEP goals, benchmark assessments, CAPA results and other formative and summative assessments e.g. Smarter Balanced). Progress monitoring will be based upon voluntary sharing of lessons by teachers and other instructional staff at union approved teacher meetings (e.g. Professional Learning Community/Professional Learning Team meetings)

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<td>30% of Special Education students will master their Math goals.</td>
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<td>50% of Special Education students will master their Math goals.</td>
</tr>
<tr>
<td>Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.</td>
<td>Professional Development will be offered in: Depth of Knowledge (DOK), Gradual Release of Responsibility (GRR), Cornell notes, and Mathematical Practices.</td>
<td>Instructional strategies studied during the 2016-2017 school year will be utilized with integrated math and performance based assessments used in the classroom.</td>
</tr>
</tbody>
</table>

**Goal 2:** SCCOE will engage in CCSS based Math instruction which enables students to demonstrate their level of proficiency on curriculum based tests, Smarter Balanced assessments or through other formative assessments. Data will be gathered through written records, online data collection tools (e.g. SANDI), and test results at least one time per semester.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compilation of data at each site for each semester.</td>
<td>Compilation of data at each site for each semester.</td>
<td>Compilation of data at each site for each semester.</td>
</tr>
<tr>
<td>Benchmark testing in AED will</td>
<td>Benchmark testing in AED will</td>
<td>Benchmark testing in AED will show a</td>
</tr>
</tbody>
</table>
Goal 3: SCCOE will train, maintain and implement technology at the County level, in collaboration with host districts and community centers, as a tool for Math instruction and assessment in order to increase proficiency with it, and to build prerequisite skills to complete online assessments. Data will be gathered through written records and test results at least one time per semester.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compilation of data at each site for each semester at a level of 50%.</td>
<td>Compilation of data at each site for each semester at a level of 65%.</td>
<td>Compilation of data at each site for each semester at a level of 75%.</td>
</tr>
<tr>
<td>Implement Principal use of Data Dashboards in AED.</td>
<td>Implement and train Principal use of Data Dashboards in AED.</td>
<td>Evaluate student outcomes and program enhancements with the use of Principal use of Data Dashboards in AED.</td>
</tr>
<tr>
<td>Implement and maintain technology requirements (hardware and software) for Smarter Balanced Assessment Consortium (SBAC) testing.</td>
<td>Implement and maintain technology requirements (hardware and software) for Smarter Balanced Assessment Consortium (SBAC) testing.</td>
<td>Evaluate student outcomes and program enhancements with the use of Principal use of Data Dashboards in AED.</td>
</tr>
</tbody>
</table>

Research-based strategies used by the LEA

The SCCOE will enlist research-based instruction to support math for all identified groups ((Latino, English Learner (EL), Long Term English Learner (LTEL), Special Needs & Foster Youth). Instructors will use differentiated instructional methods to address learning differences as available on the following websites and researches.

- Differentiation Central (University of Virginia). Retrieved from http://curry.edschool.virginia.edu/hottlinx/

**Goal 1C: Proficiency for High Priority Students**

Proficiency for High-priority Students Not Meeting Standards

1. **Strategy**: Strategic and Intensive Interventions
   Provide research-based strategic and intensive interventions in ELA and mathematics to meet the needs of students identified as not meeting grade-level standards.

**Goal 1**: SCCOE will provide research-based interventions (e.g. Lexia, Rosetta Stone, Read 180, Odysseyware) to teach reading and language arts skills to identified students falling below proficiency targets as measured by curriculum benchmarks, progress on IEP goals, and Smarter Balanced assessments. Progress monitoring will occur every 6 weeks to measure progress on desired outcomes.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compilation of 6 data pools from all sites per year to measure progress on relevant assessments, at a level of 50%.</td>
<td>Compilation of 6 data pools from all sites per year to measure progress on relevant assessments, at a level of 75%.</td>
<td>Compilation of 6 data pools from all sites per year to measure progress on relevant assessments, at a level of 100%.</td>
</tr>
<tr>
<td>Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.</td>
<td>Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.</td>
<td>Instructional strategies studied during the 2016-2017 school year will be utilized with integrated ELA/math and performance based assessments used in the classroom.</td>
</tr>
<tr>
<td>Identify/Implement on-line reading intervention curriculum (i.e. READ 180; Odysseyware etc.).</td>
<td>Identify/Implement on-line reading intervention curriculum (i.e. READ 180; Odysseyware etc.).</td>
<td></td>
</tr>
</tbody>
</table>

**Goal 2**: SCCOE will provide research-based interventions (e.g. TouchMath, IXL Math, Cyber High) to teach Math skills to identified students falling below proficiency targets as measured by curriculum benchmarks, progress on IEP
goals, and Smarter Balanced assessments. Progress monitoring will occur every 6 weeks to measure progress on desired outcomes.

<table>
<thead>
<tr>
<th>By June, 2015</th>
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<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compilation of 6 data pools from all sites per year to measure progress on relevant assessments, at a level of 50%. Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.</td>
<td>Compilation of 6 data pools from all sites per year to measure progress on relevant assessments, at a level of 75%. Administrators will use Instructional Rounds to monitor identified areas of classroom instruction and provide feedback to teachers.</td>
<td>Compilation of 6 data pools from all sites per year to measure progress on relevant assessments, a level of 100%. Instructional strategies studied during the 2016-2017 school year will be utilized with integrated ELA/math and performance based assessments used in the classroom.</td>
</tr>
</tbody>
</table>

**Proficiency for Students with Disabilities**

1. **Strategy:** Teacher Collaboration
   Provide opportunities for collaboration between general education and special education teachers.

   **Goal 1:** SCCOE will increase the proficiency for Students With Disabilities in the areas of Math, Reading and Language Arts through the collaboration of general and special education teachers at trainings identified to develop collaborative teams (e.g. site specific meetings, IEP team meetings, Professional Learning Community meetings). Monitored by a list of professional developments and roster of participants.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation and list of participants in professional developments as monitored through OMS and professional tracking sheet at a level of 65%. Students Annual Needs Determination Inventory (SANDI) on-line curriculum will be implemented in Special Education. Professional development in the use of SANDI technology-based program. Curriculum alignment with Common Core: ELA and Math intervention curriculum.</td>
<td>Documentation and list of participants in professional developments as monitored through OMS and professional tracking sheet at a level of 85%. Professional development in the use of SANDI technology-based program.</td>
<td>Documentation and list of participants in professional developments as monitored through OMS and professional tracking sheet at a level of 100%. Formative Assessments will reflect progress towards the CCSS’ and/or IEP team determined goals for students.</td>
</tr>
</tbody>
</table>
2. **Strategy: Academic Support**
   Provide academic support to meet the specific needs of SWDs in the core instructional program.

**Goal 1:** SCCOE will engage in interventions (e.g. Lexia, Rosetta Stone) and supplemental supports (e.g. Edmark Reading Program) to improve the proficiency of Students With Disabilities (SWDs) as measured on Individual Educational Plan goals, curriculum benchmarks, academic achievement tests, high school exit exams, state and other local measures, and Smarter Balanced assessments. Progress to be measured using data reports generated by assessments and written progress reports.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compilation of 6 data pools from all sites per year to measure progress on relevant assessments, at a level of 50%. Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.</td>
<td>Compilation of 6 data pools from all sites per year to measure progress on relevant assessments, at a level of 75%. Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction. Professional development in the use of SANDI technology-based program.</td>
<td>Compilation of 6 data pools from all sites per year to measure progress on relevant assessments, at a level of 100%. Formative assessments will be used on a daily/weekly basis to monitor progress and inform instruction.</td>
</tr>
</tbody>
</table>

**Goal 2:** SCCOE will engage in interventions and supports to improve the mastery of CCSS standards by Students With Disabilities (SWDs) as measured on Individual Educational Plan goals, curriculum benchmarks, academic achievement tests, high school exit exams, state measures and Smarter Balanced assessments. Progress to be measured using data reports generated by assessments and written progress reports.

<table>
<thead>
<tr>
<th>By June, 2015</th>
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<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compilation of 6 data pools from all sites per year to measure progress on relevant assessments, at a level of 50%. Formative Assessments will reflect progress towards the CCSS’ and/or IEP team determined goals for students.</td>
<td>Compilation of 6 data pools from all sites per year to measure progress on relevant assessments, at a level of 75%. Formative Assessments will reflect progress towards the CCSS’ and/or IEP team determined goals for students.</td>
<td>Compilation of 6 data pools from all sites per year to measure progress on relevant assessments, a level of 100%. Formative Assessments will reflect progress towards the CCSS’ and/or IEP team determined goals for students.</td>
</tr>
</tbody>
</table>
Research-based strategies used by the LEA

The SCCOE will enlist research-based resources to scaffold high priority students to master instructional standards for all identified groups ((Latino, English Learner (EL), Long Term English Learner (LTEL), and Special Needs & Foster Youth). Research resources addressing literacy, numeracy and background knowledge:


Proficiency for English Learners

X LEAs with a Title III Improvement Plan in the California Accountability Improvement System (CAIS) should implement the current Title III Improvement Plan (LEAs in Title III Improvement Years 2, 3, 4 and 4+).

□ LEAs without a Title III Improvement Plan in CAIS should complete goals 2a–g as part of this LEA Plan revision.

Goal ID: Effective Teaching and Administration (*Leadership*)

1. **Strategy:** PD for Teachers
   Provide standards-based/standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to inform instruction).

**Goal 1:** SCCOE will improve teacher efficacy in the area of CCSS instruction, curriculum usage, formative and summative assessments and goal attainment through professional development providing tools to deliver standards based lessons for SCCOE educators. Monthly progress monitoring through professional development rosters.
2. **Strategy: Professional Collaboration Time**

Provide regular opportunities for data-based collaboration for all teachers.

**Goal 1:** SCCOE will develop a data dashboard to monitor student performance on identified instructional targets and use this tool to track data and to provide a forum for the discussion of outcomes (e.g. Professional Learning Community/Professional Learning Teams).

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of meeting records regarding data and related instruction/ curriculum discussions at a level of 50% to PLT website or on other identified collaborative forum.</td>
<td>Submission of meeting records regarding data and related instruction/ curriculum discussions at a level of 75% to PLT website or on other identified collaborative forum.</td>
<td>Submission of meeting records regarding data and related instruction/ curriculum discussions at a level of 100% to PLT website or on other identified collaborative forum.</td>
</tr>
<tr>
<td>Development and implementation of the data dashboard by end of June 2015.</td>
<td>Implementation and training in the data dashboard by end of June 2016.</td>
<td>Full integration of the data dashboard by end of June 2017.</td>
</tr>
<tr>
<td>Release time will be provided for teachers to observe peers.</td>
<td>Release time will be provided for teachers to observe peers.</td>
<td>Release time will be provided for teachers to observe peers.</td>
</tr>
</tbody>
</table>

3. **Strategy: PD for Administrators**

Provide all administrators with PD based on standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices.

**Goal 1:** SCCOE will inform and support administrators regarding effective instructional practices to use with identified student populations to increase student proficiency on CCSS as measured by individual educational plans,
academic achievement tests, curriculum benchmarks, state tests, other local measures, and Smarter Balanced assessments. Professional Development for Administrators to include trainings on policy, procedure, best practices, and effective standards-based instructional and improvement practices. Progress monitoring by data reports and rosters.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development of CCSS ELD/Math standards, policies, best practices, for administrators through ongoing yearly trainings.</td>
<td>Professional development of CCSS ELD/Math standards, policies, best practices, for administrators through ongoing yearly trainings.</td>
<td>Evaluation of Professional development of CCSS ELD/Math standards, policies, best practices, for administrators through ongoing yearly trainings.</td>
</tr>
<tr>
<td>Rosters and OMS records of professional development recording the participation level of administrators and staff at rate of 50% or better.</td>
<td>Rosters and OMS records of professional development recording the participation level of administrators and staff at rate of 75% or better.</td>
<td>Rosters and OMS records of professional development recording the participation level of administrators and staff at rate of 100% or better.</td>
</tr>
<tr>
<td>Increase the number of trainings to SCCOE AED counselors and administrators, by 10%, on laws and mandates pertaining to foster youth.</td>
<td>Increase the number of trainings to SCCOE AED counselors and administrators, by 15%, on laws and mandates pertaining to foster youth.</td>
<td>Increase the number of trainings to SCCOE AED counselors and administrators, by 20%, on laws and mandates pertaining to foster youth.</td>
</tr>
</tbody>
</table>

4. **Strategy:** Preparing for Transition to CCSS

Develop LEA-wide plans for transition to CCSS, including training in use of instructional materials as they become available. A local CCSS implementation plan template is available at the following CDE web page: http://www.cde.ca.gov/re/cc/.

**Goal 1:** SCCOE will complete the California Department of Education CCSS implementation plan to reflect prior trainings and current professional development plans as stipulated in the LEA plan. The plan will be completed by the third month of the instructional calendar of the 2014-2015 school year. Completed and filed plan to be posted on the SCCOE website by the 6th month of the school calendar- 2014-2015 school year.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan completed and filed at the CDE at a level of a 100%.</td>
<td>Plan monitored, documented and updated by the 6th month of 2016 at a level of 100%.</td>
<td>Plan monitored, documented and updated by the 6th month of 2017 at a level of 100%.</td>
</tr>
</tbody>
</table>
Research-based strategies used by the LEA

The SCCOE will enlist research-based resources to provide guidance for the professional development of administrators and teachers to meet the educational need for all identified groups ((Latino, English Learner (EL), Long Term English Learner (LTEL), and Special Needs & Foster Youth).


**Goal IE: Implementation and Monitoring**

1. **Strategy:** Parent and Community Involvement
   Involve and engage staff, parents, and community groups in academic improvement strategies.

   **Goal 1:** SCCOE will increase parent/community participation in governance (e.g. School Site Council, District-level English Learner Advisory Committee, English Learner Advisory Committee) by conducting public forums transpiring in various geographic locations in the districts served by the Santa Clara Valley.
   Community outreach meetings schedule to be published on the SCCOE website.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Parent engagement (at County and school site level) and content specific trainings at least 4 times by June 2015.</td>
<td>LEA Parent engagement (at County and school site level) and content specific trainings at least 6 times by June 2016.</td>
<td>LEA Parent engagement (at County and school site level) and content specific trainings at least 8 times by June 2017.</td>
</tr>
<tr>
<td>Community outreach meetings to be scheduled in at least 2 different geographical locations within the Santa Clara county.</td>
<td>Community outreach meetings to be scheduled in at least 3 different various geographical locations within the Santa Clara county.</td>
<td>Community outreach meetings to be scheduled in at least 3 different various geographical locations within the Santa Clara county.</td>
</tr>
<tr>
<td>At least 2 Professional development opportunities in developing inclusive IEP meetings, where students can demonstrate self-advocacy and leadership, will</td>
<td>At least 3 Professional development opportunities in developing inclusive IEP meetings, where students can demonstrate self-advocacy and</td>
<td></td>
</tr>
</tbody>
</table>

Board Adopted on Wednesday, June 4, 2014
SCCOE LEA Plan
be provided for staff, students, parents, and community.

Increase the # of MEP parent outreach contacts of students with IEPs from 2 to 3 in order to ensure they have the most current IEP-related paperwork if they recently moved to SCCOE schools or are planning to move away.

leadership, will be provided for staff, students, parents, and community.

Increase the # of MEP parent outreach contacts of students with IEPs from 2 to 3 in order to ensure they have the most current IEP-related paperwork if they recently moved to SCCOE schools or are planning to move away.

**Goal 2:** SCCOE will provide a minimum of one quarterly parent participation activity (e.g. Parent Project, PIQE, Parent Engagement Faire, PODD, etc.)

**By June, 2015**
Engage, involve, and educate parents on college and career transition and readiness through Transition Planning on IEPs, Transition Fair, Community College Partnerships, and tours of Colleges/Adult programs.

**By June, 2016**
Engage, involve, and educate parents on college and career transition and readiness through Transition Planning on IEPs, Transition Fair, Community College Partnerships, and tours of Colleges/Adult programs.

One Community Liaison position will be added to AED.

**By June, 2017**
Engage, involve, and educate parents on college and career transition and readiness through Transition Planning on IEPs, Transition Fair, Community College Partnerships, and tours of Colleges/Adult programs.

An additional Community Liaison position will be added to AED.

2. **Strategy:** Articulation Among Educational Levels
   Ensure articulation of services among educational levels including preschool, elementary, middle school, high school, and post-secondary options.

**Goal 1:** SCCOE will develop a transition checklist (e.g. Articulation Forms) to be used for each grade level to support articulation between levels and self-determination for identified student groups. Checklist to be compiled during articulation meetings of stakeholders at district and county level programs (e.g. during IEP/ILP meetings).

**By June, 2015**
Checklist to be developed and implemented by 65% of identified programs.

Special Education will identify a process to facilitate and expedite

**By June, 2016**
Checklist to be developed and implemented by 75% of identified programs.

**By June, 2017**
Checklist to be developed and implemented by 85% of identified programs.
3. **Strategy:** Program Monitoring
   Monitor program effectiveness.

**Goal 1:** SCCOE will fully implement a data management system to track data and participation in professional development (e.g. Aeries & Professional Development Log / Master Calendar). Progress monitoring will be done through produced reports and professional development attendance roster.

<table>
<thead>
<tr>
<th>By June, 2015</th>
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<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosters and OMS records of professional development recording the participation level of teachers in appropriate PD opportunities, at rate of 50% or better.</td>
<td>Rosters and OMS records of professional development recording the participation level of teachers in appropriate PD opportunities, at rate of 75% or better.</td>
<td>Rosters and OMS records of professional development recording the participation level of teachers in appropriate PD opportunities, at rate of 100% or better.</td>
</tr>
<tr>
<td>Development and implementation of the data dashboard by end of June 2015.</td>
<td>Implementation and training in the data dashboard by end of June 2016.</td>
<td>Full integration of the data dashboard by end of June 2017.</td>
</tr>
</tbody>
</table>

**Research-based strategies used by the LEA**

The SCCOE will enlist research-based resources to support parent and community involvement in academic improvement for identified groups (Latino, English Learner (EL), Long Term English Learner (LTEL), and Special Needs & Foster Youth).


Goal IF: Support for Schools in Corrective Action

1. **Strategy**: Support for schools in PI Year 5
   Identify the schools in PI Year 5 and describe the implementation of the restructuring or alternative governance plan that was developed when each school was in PI Year 4.

   **Goal 1**: SCCOE will provide support for the implementation and supervision of schools invoking their year 4 program improvement plan.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 50% of all schools in the LEA will have a new Principal assigned to the site.</td>
<td>Common Core aligned content area/intervention curriculum will be purchased in one subject area.</td>
<td>Common Core aligned content area/intervention curriculum will be purchased in two subject areas.</td>
</tr>
<tr>
<td>Common Core aligned content area/intervention curriculum will be purchased in one subject area.</td>
<td>Professional Development in the Common Core will occur on a systematic basis with follow up coaching provided by HQT (Highly Qualified Teachers) Teachers on Special Assignment in ELA/Math/Social Studies/Science.</td>
<td>Professional Development in the Common Core will occur on a systematic basis with follow up coaching provided by HQT (Highly Qualified Teachers) Teachers on Special Assignment in Instructional Technology and Behavior modification and English Language Development.</td>
</tr>
<tr>
<td>Teacher collaboration meetings/Professional Learning Community/Professional Learning Team meetings will occur a minimum of once a month.</td>
<td>Teacher collaboration meetings/Professional Learning Community/Professional Learning Team meetings will occur a minimum of once a month.</td>
<td>Teacher collaboration meetings/Professional Learning Community/Professional Learning Team meetings will occur a minimum of once a month.</td>
</tr>
<tr>
<td>The percentage of Highly Qualified Teachers will increase by 5% through VPSS (Verification Process for Special Settings).</td>
<td>The percentage of Highly Qualified Teachers will increase by 5% through VPSS (Verification Process for Special Settings).</td>
<td>The percentage of Highly Qualified Teachers will increase by 5% through VPSS (Verification Process for Special Settings).</td>
</tr>
</tbody>
</table>

**Research-based strategies used by the LEA**

The SCCOE will enlist research-based resources to support schools in program improvement that teach identified groups (Latino, English Learner (EL), Long Term English Learner (LTEL), and Special Needs & Foster Youth).


Goal 2A: AMAO 1 – Annual Progress in Learning English

1. Strategy: Accountability
   Hold schools accountable for ELs making annual progress in learning English (AMAO 1).

2. Strategy: English Learner Assessment
   Administer the State's EL assessment.

3. Strategy: English Learner Language Program Placement
   Place students appropriately based on the results of the State's EL assessment.

4. Strategy: English Learner Language Instruction
   Deliver high quality English language instruction based on scientifically based research.

5. Strategy: English Learner Progress Monitoring
   Monitor student progress regularly and adjust instructional program accordingly.

6. Strategy: English Learner Reclassification
   Reclassify ELs using multiple measures.

Goal 2B: AMAO 2 – English Proficiency

1. Strategy: Accountability
   Hold schools accountable for ELs making annual progress in learning English (AMAO 1).

2. Strategy: English Learner Assessment
   Administer the State's EL assessment.

3. Strategy: English Learner Language Program Placement
   Place students appropriately based on the results of the State's EL assessment.

4. Strategy: English Learner Language Instruction
   Deliver high quality English language instruction based on scientifically based research.
5. Strategy: English Learner Progress Monitoring
   Monitor student progress regularly and adjust instructional program accordingly.

6. Strategy: English Learner Reclassification
   Reclassify ELs using multiple measures.

**Goal 2C: AMAO 3 – AYP for EL Subgroup**

1. Strategy: Accountability
   Hold schools accountable for meeting AYP requirements for the EL subgroup (AMAO 3).

2. Strategy: English-language Arts Proficiency
   Implement standards-based/standards-aligned ELA/ELD instructional materials, including intervention and supplemental materials.

3. Strategy: Mathematics Proficiency
   Implement standards-based/standards-aligned mathematics instructional materials, including intervention and supplemental materials.

4. Strategy: Participation Rate
   Ensure that the EL subgroup meets the State academic assessment participation rate for ELA, and mathematics.

**Goal 2D: High Quality Professional Development**

1. Strategy: PD for Teachers
   Provide research-based PD designed to improve the instruction and assessment of ELs.

2. Strategy: PD for Administrators
   Provide research-based PD designed to improve the instruction and assessment of ELs.

3. Strategy: PD for Other Personnel
   Provide research-based PD for other school- or community-based personnel to increase EL achievement.

**Goal 2E: Parent and Community Participation**

1. Strategy: Parental Participation
   Promote parental participation in programs for ELs.

2. Strategy: Community Participation
Promote community participation in programs for ELs.

**Goal 2F: Parental Notification**

1. **Strategy:** Plans to Notify Parents of ELs
   Develop and implement an LEA-wide plan to meet parent notification requirements under 20 USC 6312[g].

**Goal 2G: Services for Immigrant Students**

1. **Strategy:** Plans to Provide Services for Immigrant Students
   Provide enhanced educational opportunities for immigrant students and their families.

**Goal 3: Highly-Qualified Teachers**

1. **Strategy:** Ensure that all students, specifically poor and minority students, are taught by highly qualified teachers.

**Goal 1:** SCCOE will increase % of teachers identified as Highly Qualified staff as identified by No child Left Behind (NCLB), including secondary certificated staff needing a single subject credential, by providing access to CDE required courses (e.g. VPSS classes) in four subject areas, and through supporting credentialing for identified eligibilities. Progress will be monitored through administrative reports (e.g. HR reports) and attendance logs (e.g. VPSS class’ attendance logs).

<table>
<thead>
<tr>
<th>By June, 2015</th>
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<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual VPSS classes will be available on an annual basis in four subject areas.</td>
<td>Virtual VPSS classes will be available on an annual basis in four subject areas.</td>
<td>Virtual VPSS classes will be available on an annual basis in four subject areas.</td>
</tr>
</tbody>
</table>

**Goal 2:** SCCOE will provide trainings (Professional development) in curriculum, technology usage and implementation and areas of diagnostic/formative/summative assessments, data collection and analysis, and universal design. Progress monitoring will be done through Professional Development Master Calendar and Participation roster.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing staff Professional Development will be used as a tool</td>
<td>Ongoing staff Professional Development will be used as a tool</td>
<td>Ongoing staff Professional Development will be used as a tool</td>
</tr>
</tbody>
</table>
### Research-based strategies used by the LEA

The SCCOE will enlist research-based resources to ensure that all students (identified groups: Latino, English Learner (EL), Long Term English Learner (LTEL), and Special Needs & Foster Youth), specifically poor and minority students, are taught by highly qualified teachers.


Goal 4: Safe and Drug Free Schools (not federally funded—optional)
Focus subgroups:

**Goal 1:** SCCOE will increase % of students who feel safe and connected to school (as reported by California Healthy Kids Survey (CHKS) and other local measures)

<table>
<thead>
<tr>
<th>By June, 2015</th>
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<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand number of students participating in CHKS.</td>
<td>Expand number of students participating in CHKS.</td>
<td>Expand number of students participating in CHKS.</td>
</tr>
<tr>
<td>Expand mentor/mentee program</td>
<td>Expand mentor/mentee program</td>
<td>Expand mentor/mentee program</td>
</tr>
<tr>
<td>Provide School Safety Officers at each site AED site to support and reinforce positive behavior.</td>
<td>Provide School Safety Officers at each site AED site to support and reinforce positive behavior.</td>
<td>Provide School Safety Officers at each site AED site to support and reinforce positive behavior.</td>
</tr>
</tbody>
</table>

**Goal 2:** SCCOE will expand training and implementation in PBIS Tiered Intervention, Restorative Justice practices and OLWEUS to support student independence, improve resiliency skills, and teach/model appropriate social behavior. Progress will be monitored using behavioral data (e.g. behavior incident reports) and professional development logs.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore and visit comparable sites using Restorative Justice strategies.</td>
<td>Implement Restorative Justice at designated pilot sites.</td>
<td>Further implementation of Restorative Justice at more sites based on documented impact on the designated</td>
</tr>
</tbody>
</table>
Goal 3: SCCOE will improve communication, response time, and accountability for efficient delivery of services to sites from the LEA. SCCOE will improve infrastructure to support site-based technology needs including hardware, software training, maintenance, and support.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi-annual meetings to occur between Student Services Branch (SSB) and colleagues in Technology Services and Maintenance and Operations as needed.</td>
<td>Continue from SY 14-15.</td>
<td>Continue from SY 14-15 Update 2013-2014 Technology Survey.</td>
</tr>
</tbody>
</table>

Goal 4: SCCOE will increase the inclusionary opportunities for students to participate in extra-curricular activities and services (e.g., field trips, community services, Pro Con, Student Leadership, etc.). Progress monitoring will be done using attendance and communication data (e.g., monthly classroom calendar, student participation in activities).

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Parent awareness about at least 2 available extra-curricular activities.</td>
<td>Increase Parent awareness about at least 3 available extra-curricular activities.</td>
<td>Increase Parent awareness about at least 3 available extra-curricular activities.</td>
</tr>
<tr>
<td>Expand traditional/non-traditional field-trip opportunities for students.</td>
<td>Expand traditional/non-traditional field-trip opportunities for students.</td>
<td>Expand traditional/non-traditional field-trip opportunities for students.</td>
</tr>
<tr>
<td>Expand Student Leadership Team responsibilities to formalize an ASB structure; support Community Service as a core value.</td>
<td>Expand Student Leadership Team responsibilities to include oversight of department “Green” initiatives.</td>
<td>Expand Student Leadership Team responsibilities to include oversight of department “Green” initiatives.</td>
</tr>
<tr>
<td>Expand “First Tee” participation and other Athletic programs (i.e., Pro Con).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research-based strategies used by the LEA

The SCCOE will enlist research-based resources to ensure Safe and Drug Free Schools so that all students feel safe and connected to school.


Goal 5A: Increase Graduation Rates

Goal 1: SCCOE will increase % of school completion at the secondary level (e.g. High school diploma, GED, Certificates of Completion). Progress monitoring to be done using Assessment Data (e.g. Transcripts)

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student graduation rates/certificates of completion will increase by 5% overall.</td>
<td>Student graduation rates/certificates of completion will increase by 5% overall.</td>
<td>Student graduation rates/certificates of completion will increase by 5% overall.</td>
</tr>
<tr>
<td>Supplemental Educational Services (SES) tutoring services will be offered to all eligible students.</td>
<td>SES tutoring services will be offered to all eligible students.</td>
<td>SES tutoring services will be offered to all eligible students.</td>
</tr>
</tbody>
</table>
Goal 2: SCCOE will expand program options (e.g. GED prep, Credit Recovery, Dual enrollment, and CCOC) to increase graduation rates. Professional Learning Communities, Project Based Learning (PBL) and accompanying Professional Development for staff will be implemented as an instructional strategy. Progress monitoring to be done through Professional Development Master Calendar and participant attendance logs.

By June, 2015
Project Based Learning (PBL) and accompanying professional development for staff will be implemented as an instructional strategy at 50% of Court and Community Schools.
Post-Secondary choices will be identified in each student’s Individual Learning Plan (referred to as MAP in AED), and in each student’s IEP (for SPED).

By June, 2016
Project Based Learning (PBL) and accompanying professional development for staff will be implemented as an instructional strategy at 50% of Court and Community Schools.
Post-Secondary choices will be identified in each student’s Individual Learning Plan (referred to as MAP in AED), and in each student’s IEP (for SPED).

By June, 2017
Project Based Learning (PBL) and accompanying professional development for staff will be implemented as an instructional strategy at 50% of Court and Community Schools.
Post-Secondary choices will be identified in each student’s Individual Learning Plan (referred to as MAP in AED), and in each student’s IEP (for SPED).

Goal 3: SCCOE will provide a minimum of one quarterly parent participation and engagement activity (e.g. Parent Project, PIQE, Parent Engagement Faire, PODD, etc.). Providing content specific trainings will be used as a strategy to increase Parent Participation and engagement. Progress will be monitored using the participant attendance logs, sign-in sheets, and communication samples (content, frequency and duration).
<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Parent engagement (at County and school site level) and content specific trainings at least 4 times by June 2015.</td>
<td>LEA Parent engagement (at County and school site level) and content specific trainings at least 6 times by June 2016.</td>
<td>LEA Parent engagement (at County and school site level) and content specific trainings at least 8 times by June 2017.</td>
</tr>
<tr>
<td>Community outreach meetings to be scheduled in at least 2 different geographical locations within the Santa Clara county.</td>
<td>Community outreach meetings to be scheduled in at least 3 different geographical locations within the Santa Clara county.</td>
<td>Community outreach meetings to be scheduled in at least 3 different geographical locations within the Santa Clara county.</td>
</tr>
<tr>
<td>100% of report cards/progress reports will be sent home 4-6 times a year, or as specified by the school site calendar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish channels of communication to inform parents that absences, even if they are excused, can cause academic challenges in the future.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Research-based strategies used by the LEA**

The SCCOE will enlist research-based resources to ensure increased school completion and graduation rates for all students (identified groups: Latino, English Learner (EL), Long Term English Learner (LTEL), and Special Needs & Foster Youth).


**Goal 5B: Decrease Dropout Rates**

**Goal 1:** SCCOE will decrease % of students leaving programs due to discipline or attendance issues (AED). Monitoring will be done through review of attendance and other such records.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average rates of student</td>
<td>Utilize attendance incentives as</td>
<td>Identify a Public Relations attendance</td>
</tr>
<tr>
<td>Attendance Improvement</td>
<td>Comprehensive Data Use</td>
<td>Early Outreach and Prevention</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Attendance will increase by 5%.</td>
<td>Expand the use of alternatives to suspension strategies.</td>
<td>Use comprehensive student-level data to inform early outreach and prevention strategies. Inform districts and schools about existing practices that work.</td>
</tr>
<tr>
<td>Expand the use of alternatives to suspension strategies.</td>
<td>Use comprehensive student-level data to inform early outreach and prevention strategies. Inform districts and schools about existing practices that work.</td>
<td>Coordinate efforts with teachers, healthcare providers, and administrators tasked with intervening to prevent truancy and chronic absence, and other stakeholders to remove barriers to attendance in school and specific subgroups.</td>
</tr>
<tr>
<td>Use comprehensive student-level data to inform early outreach and prevention strategies. Inform districts and schools about existing practices that work.</td>
<td>Coordinate efforts with teachers, healthcare providers, and administrators tasked with intervening to prevent truancy and chronic absence, and other stakeholders to remove barriers to attendance in school and specific subgroups.</td>
<td>Ensure that attendance programs are tailored for the most at-risk students, including but not limited to foster youth, pupils eligible for free and reduced-price meals, and English learners.</td>
</tr>
<tr>
<td>Coordinate efforts with teachers, healthcare providers, and administrators tasked with intervening to prevent truancy and chronic absence, and other stakeholders to remove barriers to attendance in school and specific subgroups.</td>
<td>Ensure that attendance programs are tailored for the most at-risk students, including but not limited to foster youth, pupils eligible for free and reduced-price meals, and English learners.</td>
<td>Ensure that attendance programs are tailored for the most at-risk students, including but not limited to foster youth, pupils eligible for free and reduced-price meals, and English learners.</td>
</tr>
</tbody>
</table>

**Goal 2:** SCCOE will engage in Restorative Justice practices to support attendance and completion of individual learning/educational plans.

<table>
<thead>
<tr>
<th>By June, 2015</th>
<th>By June, 2016</th>
<th>By June, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior incidents resulting in discipline will decrease to three or less per quarter.</td>
<td>Behavior incidents resulting in discipline will decrease to three or less per quarter.</td>
<td>Behavior incidents resulting in discipline will decrease to two or less per quarter.</td>
</tr>
<tr>
<td>Professional development for teachers and staff in Restorative Justice practices, PBIS, Trauma based teaching strategies (AED), and alternatives to suspension strategies.</td>
<td>Erikson Program for Behavioral Challenges will be redesigned.</td>
<td></td>
</tr>
<tr>
<td>Provide School Safety Liaisons at each site AED site to support and reinforce positive behavior.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal 3:** SCCOE will support the educational outcomes of foster youth so they mirror that of the general student population.
By June, 2015

The gap between foster youth and the general student population to be decreased by 10% on each metric.

The SCCOE will have policies and MOUs regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics.

By June, 2016

The gap between foster youth and the general student population to be decreased by 20% on each metric.

There will be a 10% decrease in number of days before a transferring foster youth is enrolled in the appropriate school, appropriate classes, or awarded all credits earned.

By June, 2017

The gap between foster youth and the general student population to be decreased by 30% on each metric.

There will be a 20% decrease in number of days before a transferring foster youth is enrolled in the appropriate school, appropriate classes, or awarded all credits earned.

**Goal 4:** 100% of Foster Youth in SCCOE-AED will have a current Individual Learning Plan (ILP) that includes a transitional plan to prepare for graduation, post-secondary/vocational education, or to return to district of origin

By June, 2015

The SCCOE will have policies and MOUs regarding foster youth school transfers.

By June, 2016

Foster youth transferred to continuation and other alternative schools will decrease by 10%.

By June, 2017

Foster youth transferred to continuation and other alternative schools will decrease by 20%.

Goal 5: SCCOE will engage in expanding career/real world opportunities for effective post secondary/adult life choices and to ease transition from high school to college or career-oriented programs. Progress monitoring to be done using Assessment Data (e.g. transcripts, transfer documentation).

By June, 2015

MAP (My Action Plan) will be used in AED to identify college/career pathways by individual student

Engage, involve, and educate students and parents on college and career transition and readiness through Transition Planning on IEPs, Transition Fair, Community College Partnerships, and tours of Colleges/Adult programs.

Two alternative Education sites will be identified with a CTE Pathway.

By June, 2016

Develop core instructional blocks which will team CTE and core content area teachers.

Engage, involve, and educate students and parents on college and career transition and readiness through Transition Planning on IEPs, Transition Fair, Community College Partnerships, and tours of Colleges/Adult programs.

The SCCOE will conduct a feasibility study on monitoring the post-secondary pursuits of SCCOE students (i.e. college,

By June, 2017

Continue the implementation of core instructional blocks which will team CTE and core content area teachers.

Engage, involve, and educate students and parents on college and career transition and readiness through Transition Planning on IEPs, Transition Fair, Community College Partnerships, and tours of Colleges/Adult programs.
Research-based strategies used by the LEA

The SCCOE will enlist research-based resources to ensure decreased dropout rates for all students (identified groups: Latino, English Learner (EL), Long Term English Learner (LTEL), and Special Needs & Foster Youth).


## District Budget for State Programs

Please complete the following table with information for your district.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A (RE 3010)</td>
<td>260,611</td>
<td>1,737,406</td>
<td>1,476,796</td>
<td>85%</td>
</tr>
<tr>
<td>Title I, Part C, Migrant Education (RE 3060/3061)</td>
<td>0</td>
<td>6,147</td>
<td>5,225</td>
<td>85%</td>
</tr>
<tr>
<td>Title I, Part D, Neglected/Delinquent (RE 3025)</td>
<td>52,778</td>
<td>481,569</td>
<td>409,334</td>
<td>85%</td>
</tr>
<tr>
<td>Title II, Part A, Teacher and Principal and Recruiting (RE 4035)</td>
<td>17,277</td>
<td>17,277</td>
<td>14,686</td>
<td>85%</td>
</tr>
<tr>
<td>Title III, Limited English Proficient (RE 4203)</td>
<td>47,127</td>
<td>47,127</td>
<td>46,203</td>
<td>98%</td>
</tr>
<tr>
<td>Title III, Immigrant Education</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Title VI, Part B, Rural Education Achievement</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Adult Education</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Perkins 131 (RE 3550)</td>
<td>0</td>
<td>21,805</td>
<td>20,715</td>
<td>95%</td>
</tr>
<tr>
<td>McKinney-Vento Homeless Education</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IDEA, Special Education (RE 33XX)</td>
<td>0</td>
<td>4,348,105</td>
<td>3,695,889</td>
<td></td>
</tr>
<tr>
<td>21st Century Community Learning Centers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (describe)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,720,573</strong></td>
<td><strong>6,659,436</strong></td>
<td><strong>5,668,848</strong></td>
<td></td>
</tr>
</tbody>
</table>
District Budget for State Programs
Please complete the following table with information for your district.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stepping Stone SB70 (AED)</td>
<td>0</td>
<td>19,051</td>
<td>17,255</td>
<td>90.72</td>
</tr>
<tr>
<td>Workability I (RE6520) (SPED)</td>
<td>0</td>
<td>144,896</td>
<td>131,449</td>
<td>90.72</td>
</tr>
<tr>
<td>LCFF-Community Day School 2430 (RE 0243)</td>
<td>0</td>
<td>180,000</td>
<td>163,295</td>
<td>90.72</td>
</tr>
<tr>
<td>LCFF-Alternative Certification VPSS (RE 0655)</td>
<td>0</td>
<td>226,402</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LCFF CAHSEE (RE 0662)</td>
<td>0</td>
<td>125,000</td>
<td>113,399</td>
<td>90.72</td>
</tr>
<tr>
<td>LCFF Instructional Materials (RE 0666)</td>
<td>0</td>
<td>150,000</td>
<td>136,079</td>
<td>90.72</td>
</tr>
<tr>
<td>LCFF PAR (RE 0670)</td>
<td>0</td>
<td>19,098</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>864,447</td>
<td>561,477</td>
<td>64.95</td>
<td></td>
</tr>
</tbody>
</table>
### Additional Mandatory Title I Descriptions

Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Section 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Single Plan for Student Achievement in lieu of this description. All 10 of the required components must be addressed. (For more information on Schoolwide, please go to [http://www.cde.ca.gov/sp/sw/rt](http://www.cde.ca.gov/sp/sw/rt); for Targeted Assistance go to [http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp](http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp)).

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Description of how the LEA is meeting or plans to meet this requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For 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:</td>
<td></td>
</tr>
<tr>
<td>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</td>
<td>Pages 10 - 11</td>
</tr>
<tr>
<td>• Effective methods and instructional strategies based on scientifically-based research.</td>
<td>Pages 16 - 32</td>
</tr>
<tr>
<td>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</td>
<td>Pages 38</td>
</tr>
<tr>
<td>• Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.</td>
<td>Pages 16 – 32, Also Refer SCCOE Title III Plan</td>
</tr>
<tr>
<td>• Instruction by highly-qualified teachers and strategies to attract and keep such teachers.</td>
<td>Pages 34 - 36</td>
</tr>
<tr>
<td>• High quality and ongoing PD for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.</td>
<td>Pages 18, 21, 23, 25 – 31, 34 – 37, 39 - 42</td>
</tr>
</tbody>
</table>
## Additional Mandatory Title I Descriptions (Cont.)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Description of how the LEA is meeting or plans to meet this requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strategies to increase parental involvement.</td>
<td>Pages 28, 29, 33 – 34 (Refer SCCOE Title III Plan), 37, 39, 40, 42 – 11</td>
</tr>
<tr>
<td>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</td>
<td>Title I funds are used to support children’s transition from preschool by supporting families in the transition process and support determining the optimal kindergarten classroom type assignment that provides the least restrictive environment for each child. Pages 16 – 25, 27 - 28</td>
</tr>
<tr>
<td>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</td>
<td>There is no targeted assistance school in the SCCOE LEA.</td>
</tr>
</tbody>
</table>
### Additional Mandatory Title I Descriptions (Cont.)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Description of how the LEA is meeting or plans to meet this requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>appropriate, pupil services personnel, parents, and other staff.</td>
<td></td>
</tr>
<tr>
<td>• Strategies to increase parental involvement.</td>
<td></td>
</tr>
<tr>
<td>Describe who is involved and the criteria used to identify which students in</td>
<td>There is no targeted assistance school in the SCCOE LEA.</td>
</tr>
<tr>
<td>a targeted assistance school will receive services. The criteria should:</td>
<td></td>
</tr>
<tr>
<td>• Identify children who are failing or most at risk of failing to meet the</td>
<td></td>
</tr>
<tr>
<td>state academic content standards.</td>
<td></td>
</tr>
<tr>
<td>• Use multiple measures that include objective criteria such as state</td>
<td></td>
</tr>
<tr>
<td>assessments, and subjective criteria such as teacher judgment, parent</td>
<td></td>
</tr>
<tr>
<td>interviews, and classroom grades.</td>
<td></td>
</tr>
<tr>
<td>• Include solely teacher judgment, parent interviews and developmentally</td>
<td></td>
</tr>
<tr>
<td>appropriate measures, if the district operates a preschool through grade</td>
<td></td>
</tr>
<tr>
<td>two program with Title I funds.</td>
<td></td>
</tr>
<tr>
<td>The description should include services to homeless children, such as the</td>
<td>There is no targeted assistance school in the SCCOE LEA.</td>
</tr>
<tr>
<td>appointment of a district liaison, immediate enrollment, transportation,</td>
<td></td>
</tr>
<tr>
<td>and remaining in school of origin.</td>
<td></td>
</tr>
</tbody>
</table>
### Additional Mandatory Title I Descriptions (Cont.)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Description of how the LEA is meeting or plans to meet this requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The description should include services to children in a local institution for neglected or delinquent children and youth or those attending a community day program, if appropriate.</td>
<td>There is no targeted assistance school in the SCCOE LEA.</td>
</tr>
<tr>
<td>For 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:</td>
<td>Pages 10 - 11</td>
</tr>
<tr>
<td>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</td>
<td>Pages 16 - 32</td>
</tr>
<tr>
<td>• Effective methods and instructional strategies based on scientifically-based research.</td>
<td>Pages 38</td>
</tr>
<tr>
<td>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</td>
<td>Pages 16 - 32</td>
</tr>
<tr>
<td>• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.</td>
<td>Pages 34 - 36</td>
</tr>
<tr>
<td>• Instruction by highly-qualified teachers and strategies to attract and keep such teachers.</td>
<td>Pages 18, 21, 23, 25 – 31, 34 – 37, 39 - 42</td>
</tr>
<tr>
<td>• High quality and ongoing PD for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.</td>
<td>Pages 28, 29, 33 – 34 (Refer SCCOE Title III Plan),</td>
</tr>
<tr>
<td>• Strategies to increase parental involvement.</td>
<td></td>
</tr>
</tbody>
</table>
### Additional Mandatory Title I Descriptions (Cont.)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Description of how the LEA is meeting or plans to meet this requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assistance to preschool children in transitioning from early childhood</td>
<td>37, 39, 40, 42 – 11</td>
</tr>
<tr>
<td>programs to elementary school programs.</td>
<td>Title I funds are used to support children’s transition from preschool by supporting families in the transition process and support determining the optimal kindergarten classroom type assignment that provides the least restrictive environment for each child.</td>
</tr>
<tr>
<td>• Timely and effective additional assistance to students who experience</td>
<td>Pages 16 – 25, 27 - 28</td>
</tr>
<tr>
<td>difficulty mastering state standards.</td>
<td></td>
</tr>
</tbody>
</table>

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:

- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
- Instruction by highly-qualified teachers.
- Professional development opportunities for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and

There is no targeted assistance school in the SCCOE LEA.
### Additional Mandatory Title I Descriptions (Cont.)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Description of how the LEA is meeting or plans to meet this requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>other staff.</td>
<td></td>
</tr>
<tr>
<td>• Strategies to increase parental involvement.</td>
<td></td>
</tr>
<tr>
<td>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</td>
<td>There is no targeted assistance school in the SCCOE LEA.</td>
</tr>
<tr>
<td>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</td>
<td></td>
</tr>
<tr>
<td>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews, and classroom grades.</td>
<td></td>
</tr>
<tr>
<td>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade two program with Title I funds.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>There is no targeted assistance school in the SCCOE LEA.</td>
</tr>
<tr>
<td>The description should include services to children in a local institution for neglected or delinquent children and youth or those attending a community day program, if appropriate.</td>
<td>There is no targeted assistance school in the SCCOE LEA.</td>
</tr>
</tbody>
</table>

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide PD 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.’
### Additional Mandatory Title I Descriptions (Cont.)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Description of how the LEA is meeting or plans to meet this requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>At the start of each school year parents are sent two notification letters. One letter is from the district notifying them that the Local Educational Agency (LEA) has been identified as a Program Improvement (PI) LEA. The second letter is a school specific letter that notifies parents that their child’s school has been identified as a Program Improvement (PI) school. This school specific letter includes notice of their right with guidelines to transfer their child to another school that is not in PI, and the right to receive supplemental services.</td>
</tr>
</tbody>
</table>
| Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services. | As a result of the unique requirements for the district’s three schools; County Community School, Juvenile Hall, and Special Education, parents are informed of the guidelines that are required in order to exercise the option to transfer to another school that is not in PI.

Beginning with families whose child is in the Special Education Program. They are informed that they have the right to request a transfer to a non-PI school only if the child’s placement in the county-operated school is voluntary. If the placement of their child in Special Education is determined by an Individual Education Plan (IEP), their child’s educational placement decision is determined through the IEP team process. Also any district considering an enrollment request would need to establish that it could meet the needs of a special education student before enrollment could be granted.

For parents/guardians of students attending a Santa Clara County Office of Education County Community School they are notified that they have the right to request a transfer to a non-PI school only if the child’s placement in the county-operated
### Additional Mandatory Title I Descriptions (Cont.)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Description of how the LEA is meeting or plans to meet this requirement:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>school is voluntary. If the placement of their child in a Santa Clara County Office of Education County Community School is by order of a court, they may be able to transfer the student if the court approves the transfer. Also, the student may have the option of returning to the “home” public school. If the home public school is a PI school, the student may request a school transfer to a non-PI school by contacting the home district.</td>
</tr>
<tr>
<td></td>
<td>The parents/guardians of children who are under the order of a court decision to be in a secured institutional environment are informed that the option to request a transfer does not apply.</td>
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<tr>
<td></td>
<td>Lastly, the same letter that outlines the process to request a transfer to a non PI school also includes information about the availability of Supplemental Educational Services (SES). Families who participate in the Free and Reduced Lunch Program and whose child is struggling academically may participate in the SES. Parents select a SES provider from a list of California Department of Education (CDE) approved SES providers and submit their request for processing.</td>
</tr>
<tr>
<td>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.</td>
<td>Pages 34 - 36</td>
</tr>
<tr>
<td>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.</td>
<td>Pages 28 – 29, 37, 39 – 40, 42</td>
</tr>
<tr>
<td>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</td>
<td>b. &amp; d. The LEA operates early learning programs through its Head Start/Early Head Start and State Preschool Programs. Together the programs serve more than 2,000 young children through direct services. Title I funds are used to support young</td>
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<tr>
<td>Requirements</td>
<td>Description of how the LEA is meeting or plans to meet this requirement:</td>
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<td>--------------</td>
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<tr>
<td>programs such as:</td>
<td>children with disabilities with supplemental services and the support of inclusionary practices in our State Preschool Program.</td>
</tr>
<tr>
<td>a. Even Start</td>
<td></td>
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<tr>
<td>b. Head Start</td>
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<tr>
<td>c. Early Reading First</td>
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<tr>
<td>d. Other preschool programs</td>
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</tr>
<tr>
<td>e. 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.</td>
<td>e. The Migrant Education Program (MEP) is a federally funded program, authorized under the No Child Left Behind Act (NCLB). MEP is administered in all 50 states including Hawaii, Alaska, District of Columbia, and Puerto Rico. MEP is authorized by Part C of Title I and is designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves. California’s MEP is supported by both federal and state laws. Although the state law does not provide funding for the program, it does set out the administrative framework for delivering local MEP services through regional offices. The California MEP is the largest in the nation. One out of every three migrant students in the United States lives in California. Currently, there are over 200,000 migrant students attending California schools during the regular school year and 97,000 attending summer/intersession classes. Services are provided to both Students and Parents:</td>
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<tr>
<td></td>
<td>Services (Students)</td>
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<tr>
<td></td>
<td>• Credit accrual regular year programs</td>
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<td></td>
<td>• Credit accrual summer programs</td>
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<td>• District tutoring and summer programs</td>
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<td></td>
<td>• Vision screenings</td>
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<td>• Body mass index screenings</td>
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<td>• Advocacy to access district and county services</td>
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<tr>
<td></td>
<td>• Liaison linkages to community services and programs</td>
</tr>
</tbody>
</table>
### Description of how the LEA is meeting or plans to meet this requirement:

- Dropout prevention efforts

#### Services (Parents)

To best serve the students and the community many attempts are made to develop strategies and coordinate resources and efforts to prepare parents to be involved in the schools and in their children’s education. Some of the programs that have been implemented are:

- District based parent development series
- Regional parent conference
- Regional Association of Migrant Parents training series
- District advisory committees
- Parent advisory committees
- Advocacy to access district and county services
- Liaison linkages to community services and programs
- District Advisory Committees – Committees where parents from programs throughout the district are able to share ideas for improvement.
- School Advisory Committees – School level committees where parents share ideas to improve their child’s school.
- Parent Education Programs and Conferences – A variety of parent education programs are offered to families to support families whose children are struggling with issues like drugs, alcohol, gang, health, academic, career planning, etc.
- Family Counseling – For families who are facing a crisis counseling is provided.
- Primary Language Translation – Translation if provided for families whose first language is not English.
- Community Liaison – A resource to connect families with available resources.
Assurances

To assure the LEA’s eligibility for funds included in this Plan, the Superintendent attests to compliance with all of the following statements by the signature on the cover page.

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. 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. The public agency, non-profit private agency, institutions, 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 the enforcement of any obligations imposed by law of agencies, institutions, organizations, and other recipients responsible for carrying out each program; and 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 (SEA), 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 submit such reports to the SEA (which shall make the reports available to the Governor) as the Secretary of the SEA and Secretary may require to enable the SEA and Secretary to perform their duties under each such program; and maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEA’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 reserve at least one percent of the allocation to carry out ESEA Section 1118, Parent Involvement, including promoting family literacy and parenting skills. The LEA then will set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas. The LEA will then distribute at least 95 percent of the remainder to its public schools, leaving the balance of the reserved funds for parental involvement activities at the LEA level.

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

14. Provide technical assistance and support to schoolwide programs.

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

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

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

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

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

21. Comply with requirements regarding the qualifications of teachers, paraprofessionals, and Professional Development (PD).

22. Inform eligible schools of the LEA’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 LEA, with the SEA 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 LEA in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of PD, 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 practically 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 10 percent of their Title I funds to provide PD (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 an LEA 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 LEA 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 PD 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 PD as defined in Section 9101 (34).

**Title III**

35. 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.

36. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for Limited-English Proficient (LEP) subgroups making AYP.

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

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

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

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

41. 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 V, Part A**

42. 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.
43. The LEA will comply with this Part A, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.

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

45. The LEA will annually evaluate the programs carried out under this Part A, 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
- Will be submitted to the SEA at the time and in the manner requested by the SEA.

Additional LEA Plan Assurances

46. 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 LEA, 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).
SCCOE STUDENT SERVICES BRANCH
ALIGNMENT OF PLANS SUMMARY
2014-2017
ENGAGING * RIGOROUS * RELEVANT

SJ 2020: Closing the Achievement Gap

SCCOE Strategic Plan Goal 1: Improve student equity and reduce access discrepancies to high quality education

LCFF State Priorities

CONDITIONS FOR LEARNING

- COE Only: Expelled Youth (9)
- Basic Services (1)
- Implementation of State Standards (2)
- Course Access (7)
- COE Only: Foster Youth (10)

Areas of State Priorities

- Pupil Achievement (4)
- Parent Involvement (6)
- Pupil Engagement (5)
- School Climate (6)
- Other Pupil Outcomes (8)
Introduction:

LEA: Santa Clara County Office of Education (SCCOE)

Contact (Name, Title, Email, Phone Number): Mary Ann Dewan, Ph.D.
Interim County Superintendent
maryann_dewan@sccoe.org
408-453-6560
LCAP Year: 2014-2015

MISSION
Our students will learn in a personalized environment that fosters human dignity and promotes academic, social, emotional and personal success.

VISION
To be "models of excellence in student learning and well-being" we are committed to instruct, inspire and support our students by providing opportunities for them to discover their potential, develop their character, and maximize learning so they may become independent, life-long learners and productive citizens.

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies’ (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the
Local Control and Accountability Plan and Annual Update Template

LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

**Basic**: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access**: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils** (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth** (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)
Local Control and Accountability Plan and Annual Update Template

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents,
education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting</th>
<th>Impact on LCAP</th>
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<tbody>
<tr>
<td>2-10-2014</td>
<td>DSLT Planning</td>
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<td>2-11-2014</td>
<td>Understanding &amp; Developing the LCAP</td>
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<td>2-11-2014</td>
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<td>2-24-2014</td>
<td>DSLT Key Leaders</td>
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<td>2-26-2014</td>
<td>DSLT Community Meeting</td>
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<td>2-27-2014</td>
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<td>LCFF/LCAP/Budget</td>
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<td>Special Ed LTM</td>
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<td>3-20-2014</td>
<td>LCAP Development – Key Leaders</td>
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<td>3-21-2014</td>
<td>LCAP/LCFF</td>
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<td>3-24-2014</td>
<td>LCAP @ California Youth Connection – Foster Youth</td>
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<td>3-25-2014</td>
<td>LCAP Development – Key Leaders</td>
<td></td>
</tr>
<tr>
<td>3-26-2014</td>
<td>DSLT Prep</td>
<td></td>
</tr>
<tr>
<td>3-26-2014</td>
<td>DSLT Community Meeting</td>
<td></td>
</tr>
<tr>
<td>3-31-2014</td>
<td>LCFF/Workability 2/ ROP</td>
<td></td>
</tr>
<tr>
<td>4-1-2014</td>
<td>Prep for LCAP Board Training</td>
<td></td>
</tr>
<tr>
<td>4-3-2014</td>
<td>Prep for LCAP Board Training</td>
<td></td>
</tr>
<tr>
<td>4-7-2014</td>
<td>LCAP @ California Youth Connection</td>
<td></td>
</tr>
</tbody>
</table>

The stakeholders participated in sessions to learn about the demographics, outcome data, and current program descriptions and offerings. This needs assessment work formed the foundation for all of the subsequent meetings.

All stakeholders were afforded an overview of the State Priorities. Using several activity and discussion oriented venues, stakeholders reviewed the data results and identified key questions, proposed themes and goal areas, and ideas and strategies to be researched. From this, the draft LCAP goals were developed. All stakeholder groups discussed the proposed goals and provided input with questions for clarification, additions, and modifications. The goals were viewed through the lens of their alignment to the needs of the students and their likelihood of improving outcomes for students. The input gathered was used to update and add to the LCAP goals and to...
### NARRATIVE SUMMARY

The following summarizes the program descriptions, data, and needs assessment information that was used by the stakeholder groups to develop the LCAP. This represents a summary only and does not include all data and information shared.

#### SCCOE PROGRAM DESCRIPTIONS

**Alternative Education:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Stakeholder Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-8-2014</td>
<td>LCAP Board Rehearsal</td>
<td>Formulate the strategies and actions. The stakeholders also provided input as to the metrics for measuring successes, monitoring implementation and evaluating progress. A listing of the identified key need areas can be found in the narrative that follows this table.</td>
</tr>
<tr>
<td>4-9-2014</td>
<td>Board LCAP Workshop</td>
<td></td>
</tr>
<tr>
<td>4-10-2014</td>
<td>LCAP Webinar (1 of 2)</td>
<td></td>
</tr>
<tr>
<td>4-11-2014</td>
<td>LCAP @ Kinship Adoptive Foster Parent Assoc.</td>
<td></td>
</tr>
<tr>
<td>5-8-2014</td>
<td>DAC</td>
<td></td>
</tr>
<tr>
<td>5-8-2014</td>
<td>DELAC (3)</td>
<td></td>
</tr>
</tbody>
</table>

Additionally, the following meetings were held to secure input for LCAP development:

1. School Site Councils – March 20, 2014 – Anne Darling
2. DELAC and ELAC Meetings – May 8, 2014
3. Foster Youth – “Hub Staff” and California Youth Connection 3-24-14
4. Executive/Leadership Team Meetings
5. Superintendent’s Advisory Council
6. School Board LCAP Workshop/ Input Session – April
7. Local Staff and Community Meetings -
8. Bargaining Unit Meetings –

The groups included representatives from various stakeholders, encompassing all statutorily required representatives. The stakeholder groups included parents, teachers, other staff, student programs staff, technology services staff, educational services staff, students, community members, agency partners, school board members, and bargaining unit representatives.
The Alternative Education Department (AED) of the Santa Clara County Office of Education provides supplementary educational services for neglected, delinquent and at-risk youth through 10 educational programs located on 7 school sites (Court Schools: Blue Ridge, Osborne, & EDGE; Community Schools: Odyssey, Snell, Stonegate, Sunol, Terrabella; Independent Study, & Transformation Academy). The department has a stable daily enrollment of approximately 450 students, while servicing over one thousand students a year due to high transiency rates. AED serves students from 21 diverse school districts in the county, in grades 6 through 12+ who are adjudicated, expelled, or on a rehabilitation plan. There has been declining enrollment over the last three years due to less students being incarcerated and more effective intervention programs occurring in feeder districts. The average stay for a student in Juvenile Hall is less than 22 days while students in our ranch facility average 4 to 6 months. Average length of time for participation in our Community schools is two semesters. The Alternative Education Programs/ SCCOE goals are aligned with the Local Education Agency (LEA) Plan, Title III Action Plan, and School Plan for Academic Achievement (SPSA) and the Western Association of Schools and Colleges (WASC) plan. The goals identified were developed through an extensive review of student performance data related to academic achievement and language acquisition, in addition to baseline and benchmark data related to attendance and behavior infractions. Additional interim testing occurred through the use of STAR Renaissance to identify specific skill gaps in both Math and English Language Arts. The English Language Gains test is used to monitor the progression of language acquisition. Because the majority of the students served by the department are seniors and can take the CAHSEE multiple times within a school year, test participation and outcomes are also monitored.

Demographic breakdown (per 2011-2012 CBEDS)

<table>
<thead>
<tr>
<th></th>
<th>Ethnicity (per 2011-2012 CBEDS)</th>
<th>Enrollment (90% male/10% female)</th>
<th>English Language Learner</th>
<th>Special Education</th>
<th>Social-Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>W  BI  H/L  A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Schools</td>
<td>38 17 233 11</td>
<td>254</td>
<td>78</td>
<td>29</td>
<td>211</td>
</tr>
<tr>
<td>Court Schools (including EDGE)</td>
<td>13 3 144 11</td>
<td>222</td>
<td>23</td>
<td>40</td>
<td>174</td>
</tr>
</tbody>
</table>

Regional Occupational Programs (ROP)

Regional Occupational Programs (ROP) courses offer students in Santa Clara County Office of Education’s Alternative Education (AED) schools with vocational, technical, and occupational preparation. ROP courses provide AED students with skills they can
Local Control and Accountability Plan and Annual Update Template

utilize to compete in today's technical job market. Those skills enable students to attain jobs, upgrade their skills, and/or pursue higher levels of training in their chosen occupation. The AED ROP courses offer include: Computer Business Applications, Welding/Metal Fabrication, Building and Construction, and Computer Engineering. AED's ROP Computer Business Applications course includes articulation agreements with Gavilan Community College to allow students at community and institutional schools to obtain articulated credit upon enrollment at the college. The articulated credit is for the ROP Computer Business Applications which allows students at all sites to obtain articulated credit for computer keyboarding and computer literacy, both required for associate and certificate programs at Gavilan College. Additional articulation agreements for AED ROP courses will be enhanced and established in the upcoming academic years.

Special Education:

The Santa Clara County Office of Education’s Special Education Program serves as a partner with the county’s public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, Paraeducators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child’s needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

**Deaf/Hard of Hearing**: Total communication approach that allows for all forms of communication in an instructional program.

**Orthopedic Impairments**: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

**Autism Spectrum Disorders**: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

**Emotional Disturbance**: Students receive individual and group mental health services as well as academic instruction.

**Severe Medical Needs and Cognitive delays**: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.
**Local Control and Accountability Plan and Annual Update Template**

**Early Start Program:** Provides support and resources to family members and caregivers to enhance children’s learning and development.

**Itinerant Services:** Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

**Workability Program:** Serves students ages 16-22 years of age providing vocational training, transition planning and self-advocacy.

**Inclusion Collaborative:** This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in childcare, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources countywide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children’s Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student’s goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for addition materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through Workability and Early Learning grants.
### Local Control and Accountability Plan and Annual Update Template

#### Demographic breakdown (per 2013-2014 CALPADS)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Enrollment</th>
<th>English Language Learner</th>
<th>Migrant</th>
<th>NSLP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Free</td>
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<tr>
<td>Community Schools</td>
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<td>Court Schools</td>
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<td>27</td>
<td>1</td>
<td>66</td>
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<tr>
<td>Charter Schools</td>
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<td>2</td>
<td>5</td>
</tr>
<tr>
<td>COE Special Ed. Programs</td>
<td>1859</td>
<td>598</td>
<td>2</td>
<td>532</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2162</strong></td>
<td><strong>684</strong></td>
<td><strong>3</strong></td>
<td><strong>650</strong></td>
</tr>
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</table>

Refer Fig. 3

#### Ethnicity (per 2013-2014 CBEDS)

<table>
<thead>
<tr>
<th>Multiple Races</th>
<th>Asian</th>
<th>Indian</th>
<th>Black</th>
<th>Cambodian</th>
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<th>Japanese</th>
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<td>1</td>
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<td>5</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Charter Schools</td>
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<td>789</td>
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<tr>
<td>COE Special Ed Programs</td>
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<td>74</td>
<td>68</td>
<td>3</td>
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<td>50</td>
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<td>3</td>
<td>232</td>
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<tr>
<td><strong>Total</strong></td>
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<td>22</td>
<td>3</td>
<td>238</td>
<td>1341</td>
<td>948</td>
</tr>
</tbody>
</table>

Fig. 2

Fig. 3
Foster Youth Services:

The Santa Clara County Office of Education’s Foster Youth Services Program (FYS) will provide educational services, opportunities and supports to those foster youth with an open dependency case that are enrolled in SCCOE’s Alternative Education and Special Education programs. SCCOE-FYS works in collaboration with school districts, child welfare services, juvenile court, community colleges, and substitute care providers to improve educational outcomes for foster youth.

Program Goals

- To improve student educational outcomes (K-12)
- To increase the number of transition age youth attending post secondary education
- To provide educational and support services to close the achievement gap
- To provide outreach and engagement

LEA Responsibility

- Facilitate education records between educational institutions
- Train Alternative Education staff on education laws related to foster youth
- Provide tutoring to students within the LEA
- Facilitate communication between those involved in the lives of foster youth
- Support Group Home Providers by offering professional staff development training
- Work collaboratively with agencies involved in the lives of foster youth
- Provide college and career opportunities

McKinney-Vento Homeless Student Assistance Program

The McKinney-Vento Homeless Assistance Act (SEC. 1032. Education for Homeless Children and Youths), ensures that children who are considered homeless or in transition have the same educational rights and protections as any other school children. The Santa Clara County Office of Educations McKinney-Vento Educational Services Program will provide educational services, opportunities and supports for those students in Santa Clara County that find themselves determined to be in a homeless or transition capacity. SCCOE-McKinney-Vento program works with school districts, migrant education programs, families and student success partners to support positive educational outcomes for students that are experiencing a transitional or homeless situation.

Program Goals

- To improve student educational outcomes (K-12)
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- To eliminate barriers to school access and support immediate enrollment rights
- To increase student school stability and academic success
- To provide educational and support services that serve to close the achievement gap
- To provide outreach and engagement to community, students regarding child centered best interest decision making processes
- Ensure all McKinney-Vento students are enrolled in Free and Reduced Lunch Program

McKinney-Vento Homeless Program Provisions
- Facilitate transfer of education records between educational institutions
- Facilitate immediate enrollment with or without academic or medical records
- Support continued attendance at the student’s school of origin
- Respond effectively to the needs of homeless students and their families
- Support appropriate communication between McKinney-Vento students and their school district staff
- Provide homeless student with school supplies, uniforms and bus passes for school transportation needs

McKinney-Vento Key Facts
- McKinney-Vento is a Federal Law and therefore supersedes any State Laws
- Homeless students have a right to immediate enrollment regardless of absent paperwork needed for registration
- Students have a right to stay in and continue to remain in their school of origin the entire time they are homeless
- Students may continue in their current school until the end of the academic year even if their homeless status becomes resolved during that same school year
- Homeless students will be able to receive transportation to their school of origin, provided or arranged by their school district or through a joint effort among school districts.
- Every school district has an appointed McKinney-Vento Liaison that will facilitate student and family needs while they are experiencing a homeless situation.

Other Program Supports
- Dispute Resolution Process

Migrant Education:

The general purpose of the Migrant Education Program is to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this purpose, the Migrant Education Program helps local operating agencies address the special educational needs of migrant children to better enable migrant children to succeed academically. More specifically, Section 1301 of Title I - Part C states that the purposes of the Migrant Education Program are to:
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1. Support high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from repeated moves;
2. Ensure that migrant children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
3. Ensure that migrant children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
4. Ensure that migrant children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
5. Design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment; and
6. Ensure that migrant children benefit from State and local systemic reforms.

Process:

In SY 2013-14, several local community meetings were organized involving the key stakeholders, in order to effectively gain a better understanding of SCCOE Programs’ strengths, needs, growth areas, intended outcomes, and to identify the instructional priorities. A full listing of the dates and meeting types are provided in the table above. In summary, this review process consisted of community and site level meetings, administration of the District Assistance Survey (DAS), English Learner Subgroup Self Assessment (ELSSA) (to improve outcome for English Learners), Inventory of Services and Supports (ISS) Survey for students with disabilities, WASC accreditation process, Foster Youth – “Hub Staff” and California Youth Connection, Executive/Leadership Team Meetings, Superintendent’s Advisory Council, Bargaining Unit Meetings, review of the Title III year four plan and a review of student achievement data for the past three years. The compliance report of findings from the Federal Program Monitoring Audit was also considered in the analysis of data that was compiled.

District Assistance Survey (DAS) was administered through key community meetings with Parents and Families, Students, Administrators, Teachers and other key stakeholders. Responses were collected in real time, using interactive technology and collaborative discussions between the different stakeholders. Responses and feedback was also obtained via local staff and community meetings (at site level) involving Principals and teachers, dissemination of information through the School Site Council, DELAC, ELAC, District and School Leadership Team (DSLT) meetings, and other avenues such as IEP meetings, site level meetings between Parents and teachers.

Assessment of technology needs (software, hardware, training, and other such needs) was obtained through an online technology survey completed individually by the educational community of SCCOE (Teachers, Itinerant Staff, Administrators).

Current student achievement data including STAR, CAPA, CELDT and reclassification data, CAHSEE, STAR Renaissance, and English Language Gains Test were reviewed by the Parents, Teachers, Principals, Administrators, and the Superintendent.
Local Control and Accountability Plan and Annual Update Template

Through community meetings, the LEA analyzed the level of implementation of its current plan, identified existent needs and proposed future goals and potential action steps. Individuals gave input into what changes were needed to improve student achievement and work towards the 10 State Priorities.

This analysis and stakeholder input described above provided a current picture of the district’s needs and guided the writing and focus of the LCAP. Additionally, this work was shared with all of the stakeholders involved in the development of the LEA plan to ensure alignment across all required plans.

Closing the Achievement Gap: Identified Key Needs

Conditions for Learning

- Provide comprehensive Professional Development for teachers and administrators in the transition to the Common Core State Standards and Smarter Balanced Assessments
- Develop support for technology and curriculum integration
- Expand Technology and software access
- Effective data collection and analysis: Provide continued, in-depth professional development in the use of data for decisions to improve ELA and Mathematics instructional programs
- Focus on documenting and sharing effective and engaging instructional strategies
- Existing curriculum and assessments from district host sites to be made available
- Develop Equity-Centered Professional Learning Communities/Teams
- Implement a systematic, comprehensive ELD program for English Learners TK-age 22
- Hiring and retaining highly qualified educators, paraeducators, and other designated instructional and support staff
- Increased focus on documenting and sharing effective instructional strategies with a special emphasis on Long-Term English Language Learners (K-22)
- Foster youth suffer from an educational achievement gap requiring an Individual Learning Plan
- Foster youth experience a high rate of unnecessary and preventable school transfers (McKinney-Vento Act). Transportation should be provided to school of origin
- Foster Youth require improved coordination of services
- Educational placement needs to be available for the expelled student who is in grades K-8
Local Control and Accountability Plan and Annual Update Template

- Increased collaboration with districts to formalize accommodations in their networks for SCCOE VPN connections
- Improving communication & collaboration between technology and staff
- Solid infrastructure to support Internet access for curriculum, instruction and assessments (e.g. for Smarter Balanced)

Pupil Outcomes (Achievement, Other Outcomes)

- Expand Technology usage in the classroom for instruction and increase the use of acceleration software and on-line resources in the classroom for students in need of supplemental intervention
- Increase content-specific Professional development in various areas of technology
- Increase content-specific Professional development in relevant areas of the school climate (for administrators, teachers and other educators)
- Increase student-led IEPs
- Enhance consistent use of the core curriculum and intervention materials resulting in larger, accelerated gains by students as measured by benchmark and standardized testing, and progress on IEP goals
- Expand career/real world opportunities for effective post secondary/adult life choices and ease transition from high school to college or career-oriented programs; develop core instructional blocks that will team CTE and core content area teachers
- Opportunities for integration/inclusion of students in general education and to acquire mastery of common core standards
- Develop Equity-Centered Professional Learning Communities/Teams
- Implement a systematic, comprehensive ELD program for English Learners K-age 22
- Hiring and retaining highly qualified educators, paraeducators, and other designated instructional and support staff
- Increased focus on documenting and sharing effective instructional strategies with a special emphasis on Long-Term English Language Learners
- Implement a more rigorous parent involvement plan for communication and training so parents are effective partners in their children’s education program and take greater part in district decision-making
- Foster youth experience a high rate of unnecessary and preventable school transfers (McKinney-Vento Act). Transportation should be provided to school of origin
- Transferring foster youth experience delays in enrollment, delayed assignment to appropriate classes, and do not receive appropriate partial credits

Engagement (Parent, Pupil & School)

- Increase content-specific Professional development in various areas of technology
Local Control and Accountability Plan and Annual Update Template

- Increase content-specific Professional development in relevant areas of the school climate (for administrators, teachers and other educators)
- Increase student-led IEPs
- Develop Equity-Centered Professional Learning Communities/Teams
- Hiring and retaining highly qualified educators, paraeducators, and other designated instructional and support staff
- Implement a more rigorous parent involvement plan for communication and training so parents are effective partners in their children’s education program and take greater part in district decision-making
- Continue to expand resources for families and students outside of the school day in meeting social emotional wellness needs of the students
- Transferring foster youth experience delays in enrollment, delayed assignment to appropriate classes, and do not receive appropriate partial credits.
- Foster Youth require improved coordination of services
- Educational placement for the expelled student who is in grades K-8
- Increased collaboration with districts to formalize accommodations in their networks for SCCOE VPN connections
- Improving Communication & Collaboration Between Technology and Staff
- Development of grant and resources (community, business) to support the components of Student Services.
Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to “Conditions of Learning”?
2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
4) What are the LEA’s goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?
### Local Control and Accountability Plan and Annual Update Template

<table>
<thead>
<tr>
<th>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</th>
<th>Goals</th>
<th>School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</th>
<th>Annual Update: Analysis of Progress</th>
<th>What will be different/improved for students? (based on identified metric)</th>
<th>Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</th>
</tr>
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<tr>
<td>Description of Goal</td>
<td>Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)</td>
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</table>
**Local Control and Accountability Plan and Annual Update Template**

**Section 3: Actions, Services, and Expenditures**

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

2) How do these actions/services link to identified goals and performance indicators?

3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
Local Control and Accountability Plan and Annual Update Template

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

<table>
<thead>
<tr>
<th>Goal (Include and identify all goals from Section 2)</th>
<th>Related State and Local Priorities (from Section 2)</th>
<th>Actions and Services</th>
<th>Level of Service (Indicate if school-wide or LEA-wide)</th>
<th>Annual Update: Review of actions/services</th>
<th>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</th>
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<tr>
<td>LCAP Year Year 1: 20XX-XX</td>
<td>Year 2: 20XX-XX</td>
<td>Year 3: 20XX-XX</td>
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.
## Local Control and Accountability Plan and Annual Update Template

<table>
<thead>
<tr>
<th>Goal (Include and identify all goals from Section 2, if applicable)</th>
<th>Related State and Local Priorities (from Section 2)</th>
<th>Actions and Services</th>
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<td>LCAP Year Year 1: 20XX-XX</td>
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<td>For redesignated fluent English proficient pupils:</td>
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C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)
Local Control and Accountability Plan and Annual Update Template

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.
July 1, 2013

Ms. Yvette Irving
Supervisor- Alt. ED Department
Santa Clara County Office of Education Alternative Schools
1290 Ridder Park Drive, MC 213
San Jose, CA 95131

Dear Ms. Irving:

The Western Association of Schools and College is pleased to announce that the Accrediting Commission for Schools has granted Santa Clara County Office of Education Alternative Schools initial accreditation (grades 6th through 12th), expiring on June 30, 2016.

Prior to the end of this initial accreditation period, schools must complete a self-study assessment and submit a written self-study report, including the progress made in meeting the recommendations of the Initial Visit Committee. Self-study training will be provided and schools will be expected to have key staff participate in these training sessions. A WASC Visiting Committee will conduct a site visit to review the school’s self-study findings and supporting evidence, conduct classroom observations, and dialogue with all stakeholders. The committee will evaluate the school’s programs and operations and the impact on student learning.

It is the obligation of the chief administrator to notify the WASC Executive Director of any changes which might be substantive in nature with an explanation of the change and the anticipated effect on the educational program. We have enclosed a copy of the WASC Substantive Change Policy and Procedures for your information.

In order to gain a better understanding of the WASC accreditation process during the initial accreditation period, we encourage schools to arrange for staff members to serve on WASC Visiting Committees to other schools. A Volunteer Member Data Sheet is enclosed to allow you to apply for this opportunity.
July 1, 2013
Santa Clara County Office of Education Alternative Schools
Page 2

The approval of initial accreditation entitles you to use the following phrase on transcripts or in school advertising: “Fully Accredited by (or) Accredited by the Schools Commission of the Western Association of Schools and Colleges,” until such time as your accreditation has either lapsed or been denied. If all grade levels operated by the school were included in the initial visit review, the above statement is sufficient. In other cases, the statement must specify the grade levels accredited, i.e., “Fully Accredited for Grades (9–12 for example) by the Schools Commission of the Western Association of Schools and Colleges.”

Transcripts of students who are graduating or transferring from grades covered by the accreditation may be stamped or embossed with the WASC accredited seal which can be obtained from the WASC office, or the “Accredited by ...” phrase can be typed on the transcript.

If you choose to disclose your status in any communications with the public, you must specify the programs or grade levels which are covered by the initial status. You must also include the name, address and website of the Accrediting Commission for Schools in the same communication. The information to include is:

Western Association of Schools and Colleges
Accrediting Commission for Schools
533 Airport Blvd., Suite 200, Burlingame, CA 94010
www.acswasc.org

Again, welcome to the WASC family. We believe that WASC can support you in adding value to the education of the students whom you serve. Please contact us if you have questions or if we can be of further assistance.

Sincerely,

David E. Brown, Ph.D.
Executive Director

DEB:ja

Enclosures: Initial Visit Visiting Committee Report
Substantive Change Policy and Procedures
Volunteer Member Data Sheet
WASC Accreditation Stamp Information Sheet

cc: Chairperson, Initial Visit Committee
WASC ACCREDITATION STAMP AND EMBOSSE R
ORDER FORM

Schools accredited by the Accrediting Commission for Schools of the Western Association of Schools and Colleges are eligible to purchase a WASC accreditation stamp and a WASC embosser (limit one each per school). We offer two options for the stamp: a rubber stamp or a self-inking stamp and two options for the embosser: desk model or an electric motorized embosser.*

Each accredited institution may order a maximum of one stamp and one embosser. By submitting this form, schools ordering a replacement stamp and/or embosser agree to return the old stamp and/or embosser to the WASC office upon receipt of the new merchandise. Upon termination of accreditation or school closure, the stamp and embosser are to be returned to the WASC office and an appropriate rebate will be made to the school.

If you would like to purchase a WASC accreditation stamp and/or embosser, please fill out the attached form and mail it to the WASC office along with your check, credit card, or purchase order information. Please contact the WASC office at (650) 696-1060 if you have any questions.

ONLY ONE STAMP (EITHER RUBBER OR SELF-INKING) AND ONE EMBOSSE R (DESK MODEL OR ELECTRIC MOTORIZED) MAY BE ORDERED PER ACCREDITED SCHOOL/INSTITUTION

- Rubber Stamp: $25.00 includes tax and S/H**
- Self-inking Stamp: $40.00 includes tax and S/H**
- Desk Embosser: $70.00 with brass die and bakelite counter includes tax and S/H**
- Electric Motorized Embosser with heavy-duty alloy counter: $330.00 includes tax and S/H**

*The Rubber Stamp and the Electric Motorized Embosser are not available for Supplementary Education Center/Programs.
**Additional shipping fees will apply for schools located outside of the United States.

School/Institution Name: ____________________________________________________________

Attention: ______________________________________________________________________

Address: ________________________________________________________________________

Shipping Address and Attention (if different) ____________________________________________

Purchase Order Number (if applicable): ________________________________________________

Mail order form and check to:
Accrediting Commission for Schools, WASC
Attn: Mr. Mitchell Peck
533 Airport Boulevard, Suite 200
Burlingame, CA 94010

Sample stamp/embosser

Note: Purchase orders or checks sent without a completed order form will not be processed and will be returned to the sender.
INITIAL VISIT
VISITING COMMITTEE REPORT — CALIFORNIA PUBLIC SCHOOLS

Part I

Name of School: Alternative Education Department-Santa Clara County Office of Education

School Address: 1290 Ridder Park Drive, MC 213, San Jose, CA 95131-2304

Grades Reviewed: 6-12

School Type(s): Community Day School, Alternative Education/Continuation, & Independent Study

Initial Visit Chair: Mr. Joseph D. Mahood

Initial Visit Team Member(s): Mrs. Carmen de la Cruz

Date of Visit: Monday, April 22, 2013
Introduction

Write a paragraph summarizing the important information found in Part I and II of the Initial Visit Application/School Description for California Public Schools.

The Alternative Education Department (AED) for the Santa Clara County Office of Education is comprised of 10 educational programs on 7 school sites:

- Court Schools: Blue Ridge & Osborne; EDGE
- Community Schools: Odyssey, Snell, Stonegate, Sunol, Terrabella.

The department has a stable daily enrollment of approximately 450 students, while servicing over one thousand students a year due to high transiency rates. AED serves students from 21 diverse school districts in the county, in grades 6 through 12+ who are adjudicated, expelled, or on a placement contract. There has been declining enrollment over the last three years due to less students being incarcerated and more effective intervention programs in feeder districts. The Santa Clara County Office is piloting a hybrid instructional program called the Transformation Academy located on our Snell School Site campus. Approximately 20 students are participating in the instructional program which includes 4 hours of direct teacher led instruction with the remaining instructional interactions occurring on-line via the Accelerated Education software program.

Demographics

- 85% have achieved a high school diploma
- 45% hold a Bachelor’s degree or higher
- Poverty rate: 9%
- Under the age of 18: 25%
- Adult Population: 58% White; 27% Hispanic/Latino
- Student population: 22% White; 40% Hispanic/Latino
Category A: Organization

A1. Vision and Purpose Criterion: To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels? Supported by the governing board and the central administration, to what extent is the school’s purpose further defined by expected schoolwide learning results and the academic standards? To what extent do the expected schoolwide learning results stress attainment of the academic standards?

Selected statements from the school application:

Santa Clara County Office of Education Alternative Schools Department (AED) was created and continues to serve adjudiated and disenfranchised youth from over 34 districts in Santa Clara County. The department vision is clearly stated and is tailored to the student population we serve (see below). We revised our mission and vision in Spring 2009 with all stakeholders in our District School Leadership Team (DSLCT) based on a “Needs Assessment” given to our students and staff and supported by current educational research. As such, these documents and the principles on which they were constructed are strongly supported by the County Board of Education, and feeder districts. The Alternative Education Department arrived at our ESLRs through input from students, staff, administration, and parents. The ESLR’s reflect the department’s goal of supporting every student in achieving their future goals of higher or expanded (i.e. technical/vocational skills) and/or joining the workforce.

Visiting Committee comments:

AED has established a clear, coherent mission and vision statement and the Expected Schoolwide Learning Results of what students should know and perform. The documents were created in conjunction with all stakeholders and are based upon high quality standards and congruent with research, practices, the student/community profile data, and a belief that all students can learn.

There is a clear and systematic network of communication of the AED’s purpose and staff, students, parents, and other stakeholders understand and are committed to the purpose of the school.

There is a process in place for the regular review or revision of the school purpose and expected schoolwide learning results.

A2. Governance Criterion: To what extent does the governing board (a) have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; (b) delegate implementation of these policies to the professional staff; and (c) monitor results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

Selected statements from the school application:

The SCCOE has extensive policies and bylaws in addition to each school site where a hard copy is housed in the school’s main office. We are currently enhancing our ability to use data in a more timely manner to inform instruction by using an Assessment for Learning Model. On an annual basis, the
Department of Assessment and Accountability creates an Assessment calendar, which assists the Department in planning for all state and district level assessments, as well as ensuring the effective communication of said data to all stakeholders. Another area of growth for AED is the development and implementation of electronic platforms which will post the policies and procedures of the governing board at regular intervals and also be used for communication between the stakeholders in the Department. This system ensures the action plans of the SPSAs and LEA Plan are being followed.

Visiting Committee comments:

AED has a functioning governance structure, with clear lines of authority and responsibility. Their mission and vision are consistent with and supported by board and district policies. There is participation of central office personnel and the board in the development of the vision, purpose, and expected schoolwide learning results of the school. There is evidence that the Board is very passionate about this group of students learning at a high level that will enable them to go to college if they choose. Authority and responsibility are allocated in a way that promotes effective functioning of staff at all levels.

AED uses weekly meeting to monitor the results or assessment and programs that are reported to the Board at their monthly meetings. There has been an increase in progress in getting parent participation in the school’s governance. Evaluation is ongoing and monitored by all stakeholders. Complaint and conflict resolution policies and procedures are in place.

A3. Leadership and Staff Criterion: Based on student achievement data, to what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards? To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Selected statements from the school application:

Our leadership team is making a shift towards an Cycle of Inquiry Model. Within this model, data is regularly collected and the Department is working towards improving the ability to analyze and inform decision-making. This data will be shared with all staff through regularly scheduled staff meetings, monthly collaborative curriculum meetings and ongoing professional development.

Together with our School Site Councils, we have had a unique opportunity to bring together multiple stakeholders to monitor and refine the single schoolwide action plans. Our results have been communicated with the district and board at monthly board meetings, postings on the AED website, and through written updates.

In aligning with the goals set forth in our LEA Plan, all educational decisions are made with student academic and social/emotional wellness needs in mind. In the past, we had the task of developing Courses of Study (COS’s) for our four core curricular areas. Using the previous California State Standards and transitioning to the Common Core State Standards, as well as our ELSRs, we developed these COS as well as implementation and pacing guides. Student achievement data is collected at 6 week intervals and used to modify plans as needed. In addition, our staff and student handbooks which currently exist as one entity are being separated and revised to reflect the changing needs of our students and staff.
Visiting Committee comments:

The individual school leadership effectively leads the entire staff in exercising a decision-making process that focuses on the school purpose, student accomplishment of the expected schoolwide learning results and academic standards. There are weekly meetings with other sites to coordinate decision-making.

There are written policies, charts, and handbooks that define the responsibilities and relationships of administrators, faculty, and staff. Each school leadership and AED are working to ensure that standard operational practices, decision-making processes, and established procedures for internal communications and conflict resolution are clearly written, agreed upon, understood, and practiced.

Leadership has created professional development opportunities that have empowered the staff and encourages commitment, participation, and shared accountability for student learning. This development is directly linked to student achievement of the academic standards and the expected schoolwide learning results.

A4. Qualified Staff Criterion: To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

Selected statements from the school application:

Every teacher hired has been identified as Highly Qualified or is in the process of obtaining a VPSS credential to insure their knowledge of assigned content areas. Every effort is made to ensure teaching assignments are based upon professional and personal strengths that best match identified student needs. In addition to considering teaching strengths, administrators also look at data to determine student placement and teaching assignments. Ongoing professional development is identified on a yearly basis by the AED Professional Design Team, and delivered through in-house training by Alternative Education Teachers on Special Assignment, workshops sponsored by the SCCOE Education Services Branch, Community Partners, and external workshops and conferences.

As found in our Teacher Evaluation Handbook, all probationary teachers are evaluated a minimum of two times a year using the California Standards for the Teaching Profession. Permanent staff are evaluated every other year. Evaluations occur both formally in prearranged classroom observations as well as informally through daily walkthroughs. Goal setting at a preevaluation conference and are updated through out the school year. This process utilizes student achievement data to identify the areas of need for students as well as areas of professional growth to enhance teacher skill set.

Visiting Committee comments:

All school staff is qualified for their assigned responsibilities, and is involved in ongoing professional development. AED has clear employment policies/practices related to qualification requirements of staff. All professional development focuses upon priorities based on student achievement needs linked to expected schoolwide learning results and academic standards. There is clearly articulated supervision and evaluation process in place. Standardized testing and Benchmark assessments from Renaissance STAR are used to determine the measurable effect of professional development on student learning.
A5. **Ongoing Professional Development Criterion:** How does the school ensure that the leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?

**Selected statements from the school application:**

We have taken great strides towards aligning ongoing, systematic and relevant staff development with identified student needs. These include expanding instructional strategies in the core content areas; increasing staff knowledge regarding student social emotional wellness including working with gang affiliated youth and students who have substance dependency challenges; and updating training specific to Long Term English Language Learners. With the addition of Title I funding the department expanded training programs to support intervention in reading, writing, and mathematics. Staff utilizes the additional resources to purchase intervention software to focus student instruction, and provide professional staff development in the Common Core State Standards based instruction. In addition to the many workshops provided by SCCOE, teachers have opportunities to attend workshops and conferences related to their area of focus from outside agencies.

Beginning in the summer before the 2010-2011 school year, several week long Professional Development institutes were held to build teacher foundations in the newly adopted curriculum and intervention programs as well as behavior management tools. The PD continues throughout the year during monthly all staff collaborative meetings. Professional development as a way of increasing EL certification and EDGE (an intervention curriculum) expertise was a major focus for the year. During the current year the full AED staff received two days of Professional Development focused on improving staff understanding of Educational Equity, and the strategies and behaviors needed to create a Culturally Responsive classroom and school site. All professional development is initiated from the goals set forth in the Action Plan of the LEA plan, SPSA’s, and the of need identified through the Professional Development Design Team analysis.

**Visiting Committee comments:**

All school staff is qualified for their assigned responsibilities, and is involved in ongoing professional development. AED has clear employment policies/practices related to qualification requirements of staff. All professional development focuses upon priorities based on student achievement needs linked to expected schoolwide learning results and academic standards. There is clearly articulated supervision and evaluation process in place. Standardized testing and Benchmark assessments from Renaissance STAR are used to determine the measurable effect of professional development on student learning.
A6. Resources Criterion: To what extent are the human, material, physical, and financial resources sufficient and utilized effectively to support students in accomplishing the academic standards and the expected schoolwide learning results?

Selected statements from the school application:

The Director of the Department develops an annual budget based on projected attendance. These budgets are adjusted quarterly as attendance reports are computed to ensure fiscal security throughout the year. The teacher bargaining unit contract dictates classroom size and benefit packages. These expenses are budgeted first with informal advisory committees suggesting priorities for instructional purchases. A greater emphasis on selected core curricula is made during textbook adoption years. During tight fiscal years, grant funding is sought aggressively to augment the many and various needs of our students. In partnership with the community, our program has adopted a comprehensive approach to effectively utilize its resources. Santa Clara County Mental Health and probation departments have aligned with us to partner staff and services at AED sites. The department believes forming effective schools involves building a school climate that nurtures staff development, provides meaningful opportunities for professional growth, purchasing state adopted materials and textbooks to enhance student learning, and providing a safe, clean environment that fosters learning. In addition to effectively allocating school resources, the Alternative Education Department has brought together community organizations to enrich student achievement and accomplish the ESLRs.

Visiting Committee comments:

Resources are sufficient to support anticipated growth; multi-year planning is in place to ensure continued viability; and resources are targeted toward achieving the school’s most important short- and long-term goals that are linked to student learning.

Three Month Benchmark assessments, formative assessments along with State testing are the data used to analysis student achievement and form the basis of school and community discussions to guide future resource allocations. AED has policies and procedures for ensuring a well-qualified staff, adequate facilities, and adequate instructional materials, including current textbooks.

Assessment data determines the qualifications, requirements and placement of staff, as well as all decisions regarding professional development.

The school has facilities that are safe, functional, and clean.

IMPORTANT: This recommendation is CONFIDENTIAL. It should NOT to be given to the school.
Category B: Standards-based Student Learning: Curriculum

B1. Standards-Based Curriculum Criterion: How does the school ensure that all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?

Selected statements from the school application:

The Alternative Education Department uses a comprehensive matrix to ensure students are receiving appropriate curriculum in each core subject area as well as for intervention purposes.

Visiting Committee comments:

Each school in conjunction with AED has defined what all students should know and be able to do for each subject area that supports the school’s expected learning results and is aligned with the academic standards. This curriculum is monitored through the Benchmark assessments.

There is evidence that there is a high degree of congruence in the curriculum with respect to English Language learning and there are connections between the concepts and skills taught, the academic standards, and the expected schoolwide learning results. All academic and career-technical program areas are meaningful, open to all students and are guided by the standards and learning results.

There is an established regular cycle of review and revision for each curricular area to ensure a challenging, relevant, and rigorous curriculum for all students. All schools and AED utilizes current educational research and thinking to maintain a viable, meaningful instructional program.

B2. Student Access Criterion: How does the school ensure that all students have access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

Selected statements from the school application:

All incoming AED students participate in an orientation program which evaluates where the student is academically, and then creates a plan to guide the students’ class selection as well as to compliment the academic program with additional resources to support the student in non-academic areas such as social emotional wellness, career and employment choices, young parent support, etc.

Visiting Committee comments:

All students have personal learning plans (MAP) that are used as a basis for course selection, academic progress that enables the student and parent/guardian to understand how to meet or exceed the

IMPORTANT: This sheet is NOT to be given to the school. Please submit it to WASC.
academic standards and the expected schoolwide learning results. Parents, students, and staff collaborate in the development, guiding, and monitoring and regular revisiting of a student’s personal learning plan.

Each student is evaluated upon entry into the programs and the students’ learning styles, interests, and post-secondary goals are reflected in their personal learning plans, as well as the in-class experiences. All students have opportunities to explore, analyze, and evaluate educational and career goals that show a full range of career and educational options.

B3. Graduation Criterion: How does the school ensure that upon completion of the high school program, students will be able to meet all the requirements of graduation?

Selected statements from the school application:

See application for graduation requirements.

Visiting Committee comments:

All students have access to a rigorous, standards-based curriculum as well as opportunities to explore real-world applications of their educational interests. The MAP review with students and parents/guardians assist in moving the student toward a challenging education experience.

There are academic support programs exist to ensure students successfully meet all requirements for graduation within each school.

AED and the schools have created programs that are flexible to deal with the high transient student population and changes in student interests and areas of career exploration.

AED and the schools gather information on the success of their students after graduation which is used to modify existing programs.

IMPORTANT: This sheet is NOT to be given to the school. Please submit it to WASC.
Category C:
Standards-based Student Learning: Instruction

C1. Challenging Learning Experiences Criterion: To achieve the academic standards and the expected schoolwide learning results, how does the school ensure that all students are involved in challenging learning experiences?

Selected statements from the school application:

All students are involved in the planning of their academic experience while participating in AED. This includes class selection, on-line educational opportunities, but also dual attendance with local Community Colleges and/or participation in the county CCOC program which focuses on trade certification courses. Teachers within the core areas of ELA, Math, Social Studies/History, and the Sciences also participate in professional development to learn how to better imbed CTE aligned activities in the core increasing student engagement by explaining work place relevance.

Visiting Committee comments:

All students are actively involved in a variety of learning activities to assist them in achieving the academic standards and expected schoolwide learning results. Innovative methods are supported by research and professional development activities are frequently used in the classroom and school. Instructional strategies are used to encourage students to think, reason, and problem solve in-group and individual activities, projects, debates, discussions, and inquiries related to investigations. Students are assisted in developing techniques to organize, access, and apply knowledge. Inquiry is incorporated as an instructional strategy in many subjects. Teachers work as coaches to facilitate learning for all students, addressing their various learning styles. Teachers modify courses on an ongoing basis to ensure that the instructional program is challenging and rigorous. Student work reflects the use of multimedia resources and technology.

C2. Strategies and Resources Criterion: To what extent does the school ensure that all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Selected statements from the school application:

All Alternative Education teachers have the professional content area expertise to implement content area curriculum. This skill set is enhanced by additional professional development which supports the use of interactive whiteboards and clicker technology in the classroom. Students are often required to use multimedia technology in their graded classroom work. In addition, teachers and staff broaden student experiences through field trips, in school assemblies, guest speakers, and personal experiences which inform the topic being taught. As a department, our ability to identify and students at their instructional level has allowed for a more personalized program helping to support students who need an accelerated curriculum to close academic gaps and expand the learning of students who have already mastered grade level standards.
Visiting Committee comments:

All students are actively involved in a variety of learning activities to assist them in achieving the academic standards and expected schoolwide learning results. Innovative methods are supported by research and professional development activities are frequently used in the classroom and school. Instructional strategies are used to encourage students to think, reason, and problem solve in-group and individual activities, projects, debates, discussions, and inquiries related to investigations. Students are assisted in developing techniques to organize, access, and apply knowledge. Inquiry is incorporated as an instructional strategy in many subjects. Teachers work as coaches to facilitate learning for all students, addressing their various learning styles. Teachers modify courses on an ongoing basis to ensure that the instructional program is challenging and rigorous. Student work reflects the use of multimedia resources and technology.
Category D:
Standards-based Student Learning: Assessment and Accountability

D1. Data Collection and Analysis Criterion: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Selected statements from the school application:

Students are given diagnostic assessments upon enrolling in AED sites and every 90 days thereafter for the duration of their enrollment period. Assessment technicians are utilized at each site to administer tests and report data to administration and staff. A growth area for our department is to better utilize the collected data on a day to day basis within our classrooms. One way we are achieving this is to build upon our current data collection system. The department is moving toward a Cycle of Inquiry model to be utilized during our monthly collaborative curriculum meetings. Data has been shared this year through our Schol Site Council meetings, however, we would like to improve our ability to convey the relevance of shared data to our stakeholders.

Visiting Committee comments:

All schools vie for formative and summative assessment as integral to the educational process and a variety of assessment systems are in place, including disaggregation of data by subgroups. Student assessment data is reported regularly to students, parents/guardians, AED and the Board. Student assessment data is used to determine achievement of student progress in meeting state academic standards and expected schoolwide learning results, including those students with special needs.

Assessment results are integral to the teaching/learning process and used as the basis for re-evaluation and modification of the curricular objectives and instructional approaches. Teachers and administrators use assessment data to implement professional development, observations, discussions, and collegial feedback, including student feedback.

D2. Variety of Assessment Strategies Criterion: How does the school ensure that all teachers employ a variety of strategies to evaluate student learning? How does the school ensure that the students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Selected statements from the school application:

AED has several assessments used department wide. In addition to the CSTs, Star Renaissance, CELDT and CAHSEE results, teachers also utilize curriculum specific common formative assessments. As an example, in AED ELA classrooms, teachers administer CBL weekly assessments as well as a final assessment linked to the books being taught in the specific modules. These assessments are aligned to the standards and are given using the Data Management System component of School Plan. We are also utilizing teacher created benchmark assessments using an item bank aligned with state standards that are not curriculum specific. In math, tiered assessments IMPORTANT: This sheet is NOT to be given to the school. Please submit it to WASC.
have been developed and are used both as formative and summative assessments to monitor student progress. To ensure that all teachers evaluate student learning on a regular basis, a testing calendar is developed through the Assessment and Accountability Department and given to teachers at the beginning of the school year. Informal assessment is done daily in classrooms through teacher made assessments and observations.

The data collected from the various assessments are reviewed and shared with the staff at our monthly teacher collaboration meetings. The data presented at these monthly meetings assists us in making decisions that directly impact classroom teaching. This data also allows us to modify our curriculum and pacing guides as needed as well as annual data used to modify Courses of Study. Further the data helps to reinforce and add to the Professional Development offerings held throughout the year.

Visiting Committee comments:

All schools views formative and summative assessment as integral to the educational process and a variety of assessment systems are in place, including disaggregation of data by subgroups. Student assessment data is reported regularly to students, parents/guardians, AED and the Board. Student assessment data is used to determine achievement of student progress in meeting state academic standards and expected schoolwide learning results, including those students with special needs.

Assessment results are integral to the teaching/learning process and used as the basis for re-evaluation and modification of the curricular objectives and instructional approaches. Teachers and administrators use assessment data to implement professional development, observations, discussions, and collegial feedback, including student feedback.

D3. Review of Student Progress Criterion: To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

Selected statements from the school application:

As a department we have experienced challenges in effectively engaging parents and other community members in timely reviews of our student data and ESLR’s. We are now working to include this information in new parent involvement opportunities the Department has initiated this year.

Visiting Committee comments:

Each school in conjunction with AED creates a system to continually assess student progress through a comprehensive assessment program with respect to academic standards and schoolwide learning results.

IMPORTANT: This sheet is NOT to be given to the school. Please submit it to WASC.
The school, with support and assistance from AED, assesses its progress by analyzing a wide variety of indicators of student learning, including student work/performance. There are written procedures in place to regularly communicate to the governing authority and members of the school community about student progress, including post-graduation.

The single plan for student achievement is annually reviewed and refined based on analysis of disaggregated student achievement data. Allocation of resources in the areas of staffing, professional development instructional materials, programmatic development, use of physical plant, and finances is based on student achievement results.

D4. Assessment of Student Achievement Criterion: To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school’s program, its regular evaluation and improvement, and the allocation and usage of resources?

Selected statements from the school application:

Student assessment data is a core part of our educational program. Our ability to use the data to modify, expand and reteach is still growing. As previously stated the department reallocates fiscal and non-fiscal resources based on on-going objective data and student, staff and community anecdotal evaluation.

Visiting Committee comments:

Each school in conjunction with AED creates a system to continually assess student progress through a comprehensive assessment program with respect to academic standards and schoolwide learning results.

The school, with support and assistance from AED, assesses its progress by analyzing a wide variety of indicators of student learning, including student work/performance. There are written procedures in place to regularly communicate to the governing authority and members of the school community about student progress, including post-graduation.

The single plan for student achievement is annually reviewed and refined based on analysis of disaggregated student achievement data. Allocation of resources in the areas of staffing, professional development instructional materials, programmatic development, use of physical plant, and finances is based on student achievement results.

IMPORTANT: This sheet is NOT to be given to the school. Please submit it to WASC.
Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Involvement Criterion: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Selected statements from the school application:

Each of our Court schools maximizes parent involvement through governance structures such as SSC and or ELAC. Additional parent involvement is limited to activities provided in conjunction with our Community Schools because of limited access within our correctional facilities. Currently our department parents are participating in the Parent Institute for Quality Education (PIQE) on a biweekly basis which helps to support parents in understanding the educational system in addition to helping support them with future transition plans for their children. The Parent Project, held in collaboration with the Santa Clara County District Attorney’s office, supports parents with raising students who are involved in the juvenile justice system. Each of community school sites also offers parents, students and community members a monthly on-site meeting to talk about current AED and school initiatives and to update them on areas of improvement and areas where the Department has an opportunity to grow.

Visiting Committee comments:

Each school and AED has a comprehensive system for communicating with parents and community members and regards them as partners in problem-solving and active decision-making.

Parents do not have an understanding of the schoolwide expected learning results and academic standards in relation to student achievement and their role in helping students learn. Parents and community members are active partners in supporting student learning and understand how to access school personnel regarding all concerns. Communication is routinely conducted in the appropriate home language(s).

AED is creating advisory committees for stakeholders to take part in planning for the school’s further development of the entire program. All schools and AED use community resources and services to support students through such opportunities as student internships, mentoring, and project-based learning.

IMPORTANT: This sheet is NOT to be given to the school. Please submit it to WASC.
E2. Culture Criterion: To what extent does the school ensure that it is a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement?

Selected statements from the school application:

Each AED site reviews several points of data each year with staff, students and community. This includes the Safe School Plan, Healthy Kids Survey, and staff and student handbooks. In addition, site/department administration review a comprehensive 360° survey which measures overall climate. The Santa Clara County Office of Education also has a Code of Conduct for all employees.

Indicate the procedures that are used for general communication among staff, between staff and students, and between staff and parents, etc.

Communication within the Department occurs through mail, email, texts, and a department wide phone system which allows the Director and/or site personnel to record messages to be delivered to families via their cell or home phone.

Visiting Committee comments:

The school environment is safe, secure, clean, orderly, and conducive to learning. Collegiality is observable among all staff. Current educational research, innovations and practices are regularly reviewed, and staff is supported in their efforts to improve student learning. Teachers, administrators and AED staff work together to identify and solve problems related to teaching and student learning. Accountability for student success is acknowledged and shared by all stakeholders. All stakeholders share an energy and enthusiasm and are dedicated to improving student learning through accomplishing the school’s vision, the learning results and the Single Plan for Student Achievement.

E3. Student Academic Support Criterion: To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Selected statements from the school application:

The Department ILP (Individual Learning Plan) is undergoing a revision to reflect new graduation requirements and additional academic/personal opportunities. Two sites are currently piloting the new revisions.

Visiting Committee comments:

The Staff at each school is actively involved in the guidance and counseling of their students, focusing on students’ personal, career, and academic interests and goals.

IMPORTANT: This sheet is NOT to be given to the school. Please submit it to WASC.
Enrollment in all classes reflects the diversity of the students. All students, whatever their abilities, are encouraged and supported to meet the challenges of a standards-based curriculum.

The school focuses the use of existing resources and support activities on helping all students achieve the standards-based curriculum and the learning results. Technology is used extensively to assist students in research, specific curriculum needs and credit recovery. Through a variety of options English learners and students with special needs are assisted in successfully meeting the demands of the curriculum. The school is strongly supported by the district in meeting the academic needs of students.

**E4. Student Personal Support Criterion:** To what extent do all students have access to a system of personal support services, activities, and opportunities at the school and within the community?

**Selected statements from the school application:**

Every student has the opportunity to access staff, counselors, mentors, community partners and peers to augment their educational experience. They also have the opportunity to participate in activities within the school and Department but also in the community as facilitated by Community Partners. The Department is working towards a “Services Pairing” model for all students while also expanding its role in a Countywide School Linked Service model.

**Visiting Committee comments:**

Each school has adopted an approach to guidance and counseling that focuses on students’ personal, career, and academic interests and goals. Students know who to contact and their families can easily access social, psychological, and health services through a school-based network of school and community organizations that work together to solve problems and share resources. Student support is proactive and teachers are actively involved with students within and outside the classroom.

A formal process exists for the regular review of student and schoolwide profiles, identifying and finding solutions to student personal, academic, and behavior problems, and making referrals to counseling, special programs, or administration for further assistance. **MAP** is being piloted and will enable students to bring their progress and plans to the different sites as they move through the programs.

Counseling, advisory, articulation, psychological, health, and referral services are available to all students.

**IMPORTANT:** This sheet is **NOT** to be given to the school. Please submit it to WASC.
Ongoing School Improvement

Schoolwide Areas of Strength

a) Creation of the TACAC (Teacher and Classified Advisory Committee)

b) Odyssey selected as one of ten schools in the nation to participate in ASCD pilot project focused on the “Whole Child”

c) Comprehensive professional development calendar implemented to enhance staff’s ability to teach and engage culturally and linguistically diverse students; create a focus on learning and content objectives as well as research-based best practices for student engagement

d) Coordinated School Support team that meets regularly to discuss how to provide extra support and services to our students

e) Quarterly site-based meetings of all supportive resources to discuss the needs of students (SJPD, Advent, CYO, Mental Health, Alt-Ed Staff and COE Administrators)

f) Development of an Orientation “intake and induction” system

g) Implementation of a Student Leadership Team at every site

h) PBIS piloted

i) Pilot Mentor Program with Alternative Ed Teachers & SCCOE Leadership Team Members

Critical Areas for Follow-up

1. Adoption of an A-G default graduation curriculum
2. Enhance consistent use of the core curriculum and intervention materials
3. Focus on documenting and sharing effective instructional strategies
4. Refine assessments - alignment and use
5. Expand career/real world opportunities
6. Develop community service projects
7. Enlarge mentor/mentee program
8. Expand Technology and software access
9. Develop Equity-Centered Professional Learning Communities

IMPORTANT: This sheet is NOT to be given to the school. Please submit it to WASC.
Part II: Recommendations to Commission

In the table below, check the box that most closely corresponds to the school’s performance in regard to each of the criteria.

Name of School: Alternative Education Department-SCCOE  Date of Visit: April 23, 2013

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Meets standard for Initial</th>
<th>Meets standard for Candidacy</th>
<th>Does not meet WASC standard</th>
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<tbody>
<tr>
<td>A1. Vision and Purpose</td>
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<td>A2. Governance</td>
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<td>A3. Leadership and Staff</td>
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<td>A4. Qualified Staff</td>
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<td>A5. Ongoing Professional Development</td>
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<td>A6. Resources</td>
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<tr>
<td>A7. Resource Planning and Fiscal Health [Charter Schools only]</td>
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<tr>
<td>A8. Operational Standards and Procedures [Charter Schools only]</td>
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<td>B1. Standards-Based Curriculum</td>
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<td>B2. Students Access</td>
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<td>B3. Graduation</td>
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<td>C1. Challenging Learning Experiences</td>
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<td>C2. Strategies and Resources</td>
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<td>D1. Data Collection and Analysis</td>
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<td>D2. Variety of Assessment Strategies</td>
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<td>D3. Review of Student Progress</td>
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<td>D4. Assessment of Student Achievement</td>
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<td>E1. Parental and Community Involvement</td>
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<td>E2. Culture</td>
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<td>E3. Student Academic Support</td>
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<td>E4. Student Personal Support</td>
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<tr>
<td>Any Other Areas:</td>
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**Term Recommendation:** The recommendation of term should be based on the judgment of the team as to the school’s performance on the above criteria.

- If the school predominately meets the standard for **Initial Accreditation**, that recommendation should be made.
- If the school predominately meets the standard for **Candidacy**, that should be the recommendation.
- If the school fails to meet WASC standards in several areas or is substantially out of compliance with any important standard(s), the team should recommend **Denial** of affiliation.

☐ The Initial Visit Team recommends a term of **Initial Accreditation** not to exceed three years.
☐ The Initial Visit Team recommends a term of **Candidacy** not to exceed three years.
☐ The Initial Visit Team recommends **Denial** of affiliation with WASC.

Signatures:  
Chair ______________________  Date ____________
Member ______________________  Date ____________

**IMPORTANT:** This sheet is **NOT** to be given to the school. Please submit it to WASC.
Accrediting Commission for Schools
533 Airport Boulevard, Suite 200
Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
mail@acswasc.org • www.acswasc.org

DATA SHEET

☐ Mr. ☐ Ms. ☐ Miss ☐ Mrs. ☐ Dr. ☐ Br. ☐ Sr. ☐ Other: __________

Name:
Job Title:
Date of Birth:
Employment (School):
Department:
Address:
City, State ZIP:

Home Address:
City, State ZIP:

Direct Phone:
Fax:
Home Phone: Cell:
Email:

Preferred Mailing Address
☐ Employment ☐ Home ☐ Other

Years of Experience
______ years admin ______ years teaching
Other (please explain): ______________

Experience
☐ Preschool
☐ Elementary School
☐ Junior High/Middle School
☐ Comprehensive High School
☐ Charter School
☐ Continuation High School
☐ Independent Study
☐ Postsecondary Institution
☐ Correctional Adult School
☐ Court/Community School
☐ Online/Distance Learning
☐ Regional Occupational Ctr/Pgm
☐ Urban
☐ Rural
☐ Suburban
☐ Public School
☐ Private/Independent School
☐ CAIS ☐ HAIS
☐ Religious School
☐ ACSI ☐ SDA ☐ WCEA
☐ Boarding School
☐ NPS
☐ Other Experience: ______________

Curricular
☐ English/Language Arts
☐ ESL
☐ Bilingual Education
☐ Computer/Technology
☐ History/Social Science
☐ Math
☐ Physical Education
☐ Science
☐ Visual and Performing Arts
☐ Vocational Technical Education
☐ Int'l Baccalaureate (PYP)
☐ Int'l Baccalaureate (MYP)
☐ Int'l Baccalaureate (Diploma Program)
☐ Other Curricular Experience: ______________

Areas of Expertise
☐ Alternative Education
☐ At-Risk Students
☐ Career Education
☐ Counseling
☐ Culturally Diverse Students
☐ Curricular Development
☐ Instructional Leadership
☐ Library Services
☐ Management/Organization
☐ Program Quality Review
☐ Restructuring
☐ School Culture
☐ School Planning
☐ School Services/Facilities
☐ Special Education
☐ Special Needs
☐ Staff Development
☐ Student Assessment
☐ Student Services
☐ Other Areas of Expertise: ______________

Religious Affiliation (Optional)
(used when assignment might relate to a religious institution)
☐ Armenian Apostolic
☐ Atheist-Agnostic
☐ Baptist
☐ Buddhist
☐ Catholic
☐ Christian
☐ Christian Scientist
☐ Congregationalist
☐ Episcopalian
☐ Greek Orthodox
☐ Jewish
☐ Jewish (Conservative)
☐ Jewish (Orthodox)
☐ Jewish (Reform)
☐ Lutheran
☐ Methodist
☐ Mormon/LDS
☐ Muslim
☐ Other/Non-Denom.
☐ Presbyterian
☐ Protestant
☐ Seventh-day Adventist

Foreign Language(s)
☐ Chinese
☐ French
☐ German
☐ Japanese
☐ Korean
☐ Spanish
☐ Tagalog
☐ Thai
☐ Other: ______________

Signature

Date

211
Title I Neglected or Delinquent Programs Evaluation  
2012-2013

MISSION
Our students will learn in a personalized environment that fosters human dignity and promotes academic, social, emotional and personal success.

VISION
To be "models of excellence in student learning and well-being" we are committed to instruct, inspire and support our students by providing opportunities for them to discover their potential, develop their character, and maximize learning so they may become independent, life-long learners and productive citizens.

PROGRAM DESCRIPTION

The Alternative Education Department (AED) of the Santa Clara County Office of Education provides supplementary educational services for neglected, delinquent and at-risk youth through 10 educational programs located on 7 school sites (Court Schools: Blue Ridge, Osborne, & EDGE; Community Schools: Odyssey, Snell, Stonegate, Sunol, Terrabella; Independent Study, & Transformation Academy). The department has a stable daily enrollment of approximately 450 students, while servicing over one thousand students a year due to high transiency rates. AED serves students from 21 diverse school districts in the county, in grades 6 through 12+ who are adjudicated, expelled, or on a rehabilitation plan. There has been declining enrollment over the last three years due to less students being incarcerated and more effective intervention programs occurring in feeder districts. The average stay for a student in Juvenile Hall is less than 22 days while students in our ranch facility average 4 to 6 months. Average length of time for participation in our Community schools is two semesters.

<table>
<thead>
<tr>
<th>Demographic breakdown</th>
<th>Ethnicity (per 2011-2012 CBEDS)</th>
<th>Enrollment (90% male/10% female)</th>
<th>English Language Learner</th>
<th>Special Education</th>
<th>Social-Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Schools</td>
<td>W 38</td>
<td>Bl 17</td>
<td>H/L 233</td>
<td>A 11</td>
<td>254</td>
</tr>
<tr>
<td>Court Schools (including EDGE)</td>
<td>W 13</td>
<td>Bl 3</td>
<td>H/L 144</td>
<td>A 11</td>
<td>222</td>
</tr>
</tbody>
</table>

Title I D funds have been used by the Alternative Education Department to support three primary areas of student progress: additional services/personnel to support academic achievement; transition services and counseling to support the student in their college and career aspirations as well as social-emotional wellness; and professional development for teachers in the area of intervention and accelerated learning. For the 2012-
2013 school year, Title I Neglected and Delinquent funds were used to support the following positions and services: Teachers on Special Assignment in the areas of English Language Arts, Math and English Language Development; Academic Counselors; a Bilingual Transition Specialist and Mental Health, Substance Dependency, and Gang Suppression counselors.

In 2013, the Department received its first WASC accreditation visit. Based on the submitted application and the subsequent visit, the Department was granted a three year self-study period from 7/1/13-7/1/16. The WASC final report is attached. AED found the WASC process to be particularly beneficial for the purposes of program evaluation, validation of successful practices and goal setting for the future. As one example, AED identified a need to provide a more immediate system of sharing Best Practices and/or accompanying lesson plans for core content areas and as a result, created an SCCOE Wiki for each content area where teachers can upload materials, lesson plans, scanned student work samples, etc. at their desktop enabling peers to access it immediately. Using the WASC rubrics as a guide, the AED WASC self-study committee is working with staff to identify next steps in the area of Common Core implementation and Smarter Balanced assessments.

**DESCRIPTION OF SERVICES**

The goal for the Title I D program has been to provide supplemental services in the core academic areas leading to the passage of CAHSEE, credit recovery and accrual and ultimately the completion of a high school diploma. Supplemental certificated staff works with students who benefit from small group and one-to-one assistance to provide additional learning support to those in need of additional academic support. In addition, professional development is offered to all staff a minimum of twice per month through in-services and/or coaching to support instruction in the classroom. Lastly, community organizations provide counseling services to students to address substance dependence challenges and gang affiliation.

The following is a brief description of Title I D services provided by Alternative Education to support student success:

**TEACHER ON SPECIAL ASSIGNMENT (TOSA): MATH & ELA** provides modeling and training to Alternative Education Department (AED) principals and teachers in effective math pedagogy including intervention and acceleration strategies; analyzes student data to monitor the effectiveness of instructional strategies and interventions; provides professional development in the use of intervention strategies. TOSA’s work in a variety of educational settings, which may include incarceration facilities, ranch facilities, independent study, community schools, or other Alternative Education programs. The TOSA position was determined to be a priority need due to an analysis of student achievement history. This history showed that students enrolled in the SCCOE AED programs enter the program between two and eight years behind their grade level peers in both ELA and Math. While classroom teachers are considered Highly Qualified by No Child Left Behind standards, the majority do not have experience in providing intensive interventions and/or differentiated instruction.

**TEACHER ON SPECIAL ASSIGNMENT (TOSA): ENGLISH LANGUAGE DEVELOPMENT (ELD)** provides training to Alternative Education Department (AED) principals and teachers in effective English Language Learner instructional practices; analyzes student data to determine effectiveness of instructional strategies and interventions; monitors implementation of adopted English Language Learner programs and implementation of instructional strategies. In addition, they support staff with providing instruction at the appropriate level as determined by CELDT, including a disproportionate focus on Long Term English Language Learners (LTEL’s). TOSA’s work in a variety of educational settings, which may include incarceration facilities, ranch facilities, independent study, community schools, or other Alternative Education programs. Of the students enrolled in the SCCOE Alternative Education programs, 30% are identified as English Language Learners.
ACADEMIC COUNSELORS: provide all aspects of academic counseling and guidance services to students in our court and community schools including supplemental academic intervention services to support underachieving students. They also provide informational services to parents, teachers, and administrators in order to promote a comprehensive decision-making process for student educational objectives development, school programming and goal-setting for college and career. This is especially important for AED students as they enter the program significantly behind in credits needed for graduation and at risk of aging out of the program. Academic Counselors are able to focus students on possible pathways for high school completion, including a diploma, GED passage, Conservation Corps and/or adult school.

AUXILIARY TEACHERS (CTE and Reflections program): Three auxiliary teachers enhance classroom instruction through two separate programs. Two CTE classrooms focus on the application of core academics in a career pathway area. The teachers plan program and curriculum alignment between CCSS and CTE; set and evaluate the attainment of the student’s goals and objectives; and help students learn and exhibit independence, autonomy and appropriateness in decision-making. The Reflections classroom is a separate classroom where students receive additional support for a longer period of time to close specific skill gaps and learn alternative decision-making strategies. Students within AED often voice their frustration at the lack of relevance school presents. CTE teachers help connect students to the real-life application of secondary content.

SCHOOL SAFETY OFFICER: coordinates and monitors the attendance of students; works collaboratively with families and outside agencies to improve student engagement. In addition, the School Safety Officer conducts home visits to educate parents about their role, promotes and encourages school attendance and connects students to appropriate community activities.

BILINGUAL TRANSITION SPECIALIST: assists students and families with transition services between schools and institutions including acting as a liaison with Districts and community agencies to expedite enrollment, obtain accurate records exchange including partial credits and exit grades, and clarifying expectations of rehabilitation plans and expulsion orders. The transition specialist also helps students and families access district and community services, and provides language translation and system navigation when necessary.

EVALUATION OF THE NEGLECTED AND DELINQUENT PROGRAMS IN COURT AND COMMUNITY SCHOOLS

The Alternative Education Programs in the SCCOE goals are aligned with the Local Education Agency (LEA) Plan, Title III Action Plan, and School Plan for Academic Achievement (SPSA) and the Western Association of Schools and Colleges (WASC) plan. The goals identified were developed through an extensive review of student performance data related to academic achievement and language acquisition, in addition to baseline and benchmark data related to attendance and behavior infractions. Additional interim testing occurred through the use of STAR Renaissance to identify specific skill gaps in both Math and English Language Arts. The English Language Gains test is used to monitor the progression of language acquisition. Because the majority of the students served by the department are seniors and can take the CAHSEE multiple times within a school year, test participation and outcomes are also monitored.

The review of data showed that there is a need for additional support in:

- Strengthening students fundamental skills in reading, writing and math
- Professional Development for staff specific to providing intensive interventions, and English language Development
- Increasing student attendance rates to be present for instruction and enhancing staff ability to make instruction relevant, engaging and connected to real life applications
• On site counseling services to reduce student inappropriate behaviors which distract from learning and provide family support

**STAR RENAISSANCE**

The STAR Renaissance Reading and Math local assessments are online computer adaptive assessments that are given to AED students throughout the school year. Students are tested every three years or more frequently at our court schools and are assigned a grade equivalent score. The vast majority of students received grade equivalent scores below their actual grade levels.

<table>
<thead>
<tr>
<th>STAR Renaissance Administration</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Percent at or above Grade Level</td>
</tr>
<tr>
<td>July – September, 2012</td>
<td>311</td>
<td>5%</td>
</tr>
<tr>
<td>November – December, 2012</td>
<td>452</td>
<td>5%</td>
</tr>
<tr>
<td>January – March, 2013</td>
<td>456</td>
<td>7%</td>
</tr>
<tr>
<td>April – June, 2013</td>
<td>291</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Benchmark Charts**

**Instructional level of student (ELA)**

The instructional level of students in our court schools averages between two and seven years behind grade level peers. With the exception of our eighth grade students, who arrive disproportionately lower, all students are in need of intervention instruction and curriculum. Teachers use an intervention curriculum but remain challenged by the level of instruction needed by some students in the areas of decoding, fluency and context. The average stay of students at the SCCOE court schools is 22 days.
The instructional level in ELA of students in our community schools averages between four and seven years behind their peer groups. All students are in need of intervention instruction and curriculum. Teachers actively teach at an intervention level as well as preparing students to pass the CAHSEE. The average stay of students at our community schools is two semesters.

This chart summarizes the level of students who move between our court and community school during the school year. Senior students (12th graders) are provided intensive intervention block in addition to GED preparation for those who have not passed CAHSEE. During 2012-2013, we had no 10th graders identified within the system.
The instructional level in math of students in our community schools averages between four and seven years behind their peer groups. All students are in need of intervention instruction and curriculum at a beginning pre-Algebra level. Teachers actively teach at an intervention level using manipulatives including algebra tiles, and Geo design boards as well as providing test practice to prepare students to pass the CAHSEE. The average stay of students at our community schools is two semesters.

![Diagram](image1)

The instructional level of students in our court schools averages between three and six years behind their peers. With the exception of our eighth graders who arrive disproportionately lower, all students are in need of intervention instruction and curriculum. The department has not used a math intervention curriculum with fidelity, as no math intervention curriculum was ever adopted. Students use instructional materials aligned with content area, and receive supplemental instruction via ALEKS. The average stay of students at our court schools is 22 days.

![Diagram](image2)

The instructional level of students in our community schools are averaging between five and six years behind their peers. All students are in need of intervention instruction and curriculum. Teachers teach in a block schedule with primary instruction in the core math area and an additional class to address instructional gaps. In addition, teachers focus on CAHSEE preparation. The average stay of our students at our community schools is two semesters.

![Diagram](image3)
While in our Court Schools all student show growth. When looking at the three largest subgroups, White students showed the largest amount of growth, with African American students closely following. Hispanic students make minimal growth while being the largest group of students served. Hispanic students are also the subgroup with the largest number of English Language Learners. Average stay of students in our court schools is 22 days.

Of the three largest subgroups, White students show the most growth in English Language Arts. Both African American and Hispanic students show minimal growth with the remaining subgroups showing a minor level of regression.
The progress of students between court and community schools is consistent among all subgroups. African American students made the greatest gains while Hispanic students averaged almost half a year’s growth.

All subgroups made progress at our Court Schools, with White students having the fastest rate of progress.

Community school students in almost all subgroups had minimal gains or regression.
Students who transitioned during the school year, including African American and Hispanic, made growth in the area of math. While this chart shows that White students show regression, that number is based on only two students.

**ENGLISH LANGUAGE GAINS TEST**

Two versions of an EL local assessment - the English Language Gains Test for English Learners (Intermediate/Advanced test) - are given during the school year to AED’s EL students. A selected response section measures student performance in vocabulary, grammar and reading comprehension and a writing prompt is used to elicit essays for a written composition score. For both administrations of the selected response portion of the assessment, more than four-fifths of EL students received a score of High Intermediate or Advanced. For both administrations of the written composition portion of the assessment, the largest percentage of students (41% - 47%) received a score in the middle performance band – High Beginning.

<table>
<thead>
<tr>
<th>Dec. 2012 English Language Gains Test Multiple Choice (Grades 8 – 12)</th>
<th>May 2013 English Language Gains Test Multiple Choice (Grades 7 – 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Band</strong></td>
<td><strong>Performance Band</strong></td>
</tr>
<tr>
<td><strong>Number</strong></td>
<td><strong>Number</strong></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td><strong>Percent</strong></td>
</tr>
<tr>
<td>Advanced</td>
<td>Advanced</td>
</tr>
<tr>
<td>58</td>
<td>66</td>
</tr>
<tr>
<td>44%</td>
<td>53%</td>
</tr>
<tr>
<td>High Intermediate</td>
<td>High Intermediate</td>
</tr>
<tr>
<td>51</td>
<td>39</td>
</tr>
<tr>
<td>38%</td>
<td>31%</td>
</tr>
<tr>
<td>Low Intermediate</td>
<td>Low Intermediate</td>
</tr>
<tr>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>High Beginning</td>
<td>High Beginning</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Low Beginning</td>
<td>Low Beginning</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>133</td>
<td>125</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dec. 2012 English Language Gains Test Essay (Grades 8 – 12)</th>
<th>May 2013 English Language Gains Test Essay (Grades 7 – 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Band</strong></td>
<td><strong>Performance Band</strong></td>
</tr>
<tr>
<td><strong>Number</strong></td>
<td><strong>Number</strong></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td><strong>Percent</strong></td>
</tr>
<tr>
<td>Bridging</td>
<td>Bridging</td>
</tr>
<tr>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Expanding</td>
<td>Expanding</td>
</tr>
<tr>
<td>36</td>
<td>26</td>
</tr>
<tr>
<td>28%</td>
<td>22%</td>
</tr>
<tr>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>60</td>
<td>49</td>
</tr>
<tr>
<td>47%</td>
<td>41%</td>
</tr>
<tr>
<td>Emerging</td>
<td>Emerging</td>
</tr>
<tr>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>12%</td>
<td>26%</td>
</tr>
<tr>
<td>Starting</td>
<td>Starting</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>129</td>
<td>119</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

In addition, the English Language Gains test outcomes are compared with a student’s annual CELDT results:

**CELDT**

The California English Language Development Test (CELDT) assessment is used for initial identification of all students whose primary language is not English. It is also given annually to identify English Learners (ELs) until they demonstrate sufficient proficiency to be reclassified as Fluent English Proficient (R-FEP). The CELDT assesses listening, speaking, reading and writing skills. AED EL students are either given the CELDT
through their home districts or upon enrollment in an AED school. More than half (55%) of the EL students taking the CELDT at an AED school achieved at least an Early Advanced level on the overall test. This is supported by an overall trend which shows the department achieving greater success at moving students towards proficiency.

<table>
<thead>
<tr>
<th>Performance Band</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>37</td>
<td>17%</td>
</tr>
<tr>
<td>Early Advanced</td>
<td>83</td>
<td>38%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>58</td>
<td>27%</td>
</tr>
<tr>
<td>Early Intermediate</td>
<td>28</td>
<td>13%</td>
</tr>
<tr>
<td>Beginning</td>
<td>11</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>217</td>
<td>100%</td>
</tr>
</tbody>
</table>

### County Community Schools

<table>
<thead>
<tr>
<th>Level</th>
<th>2012-2013</th>
<th>2011-2012</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>14</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Early Advanced</td>
<td>22</td>
<td>22</td>
<td>35</td>
</tr>
<tr>
<td>Intermediate</td>
<td>10</td>
<td>10</td>
<td>37</td>
</tr>
<tr>
<td>Early Intermediate</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Beginning</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>54</td>
<td>93</td>
</tr>
</tbody>
</table>

### Court Schools

<table>
<thead>
<tr>
<th>Level</th>
<th>2012-2013</th>
<th>2011-2012</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>25</td>
<td>29</td>
<td>13</td>
</tr>
<tr>
<td>Early Advanced</td>
<td>60</td>
<td>60</td>
<td>67</td>
</tr>
<tr>
<td>Intermediate</td>
<td>45</td>
<td>53</td>
<td>67</td>
</tr>
<tr>
<td>Early Intermediate</td>
<td>23</td>
<td>20</td>
<td>33</td>
</tr>
<tr>
<td>Beginning</td>
<td>9</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>171</td>
<td>185</td>
</tr>
</tbody>
</table>

### CAHSEE

The table below shows the AED’s students’ pass rates on the 2012-13 California High School Exit Exam (CAHSEE) administrations. With the exception of students with disabilities, passing the CAHSEE English Language Arts and Mathematics examinations is a requirement to be eligible to graduate with a high school diploma. AED sophomore students had one opportunity to take the exam for the first time in February or as a make-up in May. If students fail either or both CAHSEE subject tests the first time, they have two opportunities in their junior year and up to five opportunities in their senior year to complete the CAHSEE requirement. The main grade 10 administration (February in AED’s case) is typically the largest administration of the year. Less than a third of the students passed either of the subject tests during the February administration.
<table>
<thead>
<tr>
<th>CAHSEE Administration</th>
<th>Grade(s)</th>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number Tested</td>
<td>Percent Passed</td>
</tr>
<tr>
<td>July 2012</td>
<td>12</td>
<td>23</td>
<td>52%</td>
</tr>
<tr>
<td>November 2012</td>
<td>11 - 12</td>
<td>174</td>
<td>33%</td>
</tr>
<tr>
<td>February 2013</td>
<td>10 - 12</td>
<td>206</td>
<td>29%</td>
</tr>
<tr>
<td>May 2013</td>
<td>11 - 12</td>
<td>(10 make up)</td>
<td>137</td>
</tr>
</tbody>
</table>

The three year analysis for CAHSEE passage rates of our County Community Schools shows a gradual increase in the passage rates of Latino students in both ELA and Math. Students who are considered economically disadvantaged also demonstrated growth. English Language Learners regressed slightly.

Of Court School students, Latino students showed a gradual decrease in CAHSEE passage rates. In addition, the sample size also decreased from 42 to 22 in ELA and 37 to 18 in Math. The same regression was shown by all other subgroups in ELA and Math with the exception of English Language Learners in ELA with an average sample size of 6.
CAHSEE Trends 2011-2013 Juvenile Court Schools

Santa Clara County Juvenile Hall School
CAHSEE English Language Arts: Grade 10 Students
2011 to 2013 Percent of Students Passing

Santa Clara County Juvenile Hall School
CAHSEE Mathematics: Grade 10 Students
2011 to 2013 Percent of Students Passing

Santa Clara County Juvenile Hall School
CAHSEE English Language Arts: Grade 10 Students
2011 to 2013 Percent of Students Passing

Santa Clara County Juvenile Hall School
CAHSEE Mathematics: Grade 10 Students
2011 to 2013 Percent of Students Passing
## ATTENDANCE

<table>
<thead>
<tr>
<th>School</th>
<th>Community School Attendance Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011-12</td>
</tr>
<tr>
<td></td>
<td>Sep 14</td>
</tr>
<tr>
<td>APA</td>
<td>83%</td>
</tr>
<tr>
<td>EDGE</td>
<td>79%</td>
</tr>
<tr>
<td>Odyssey</td>
<td>65%</td>
</tr>
<tr>
<td>Snell</td>
<td>73%</td>
</tr>
<tr>
<td>Stonegate</td>
<td>83%</td>
</tr>
<tr>
<td>Sunol</td>
<td>91%</td>
</tr>
<tr>
<td>Terra Bella</td>
<td>82%</td>
</tr>
<tr>
<td>Ind Study</td>
<td>100%</td>
</tr>
<tr>
<td>Totals</td>
<td>80%</td>
</tr>
</tbody>
</table>

During 2012-2013, the Alternative Education Department implemented an attendance incentive program in all Community Schools in addition to expanding the role of our School Safety Officers to help counsel and link families and students to resources in the community. Furthermore, the department did not use the School Attendance Review Board (SARB). The SARB is viewed as punitive and appeared to be counterproductive to the goal of increasing student attendance. Instead, the department implemented the following proactive, positive strategies to intervene and to provide incentives for attendance:

- A monthly acknowledgment of students with 90% attendance and higher;
- A pizza party or ice cream party for the school with the highest average attendance;
- A community night where students received medals for good attendance in a ceremony format;
- Various prizes including, but not limited, to soccer balls, backpacks, USB keys, polo shirts, etc.

This process supported an overall increase in student attendance.
<table>
<thead>
<tr>
<th>School</th>
<th>Community Schools Incidents</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aug/ Sep</td>
<td>Oct/ Nov</td>
<td>Dec/ Jan</td>
</tr>
<tr>
<td>APA</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>EDGE</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Odyssey</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Snell</td>
<td>7</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Stonegate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sunol</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Terra Bella</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>12</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

During 2012-2013, counseling services at all schools were increased to five days a week at all sites. Counseling focused on looking at alternative ways to address difficult situations; the implementation of Restorative Justice Practices; and the use of auxiliary teachers to support Community School at the sites by keeping students in school versus suspending them. A year’s data shows a reduction in the number of incidents requiring the use of outside intervention.
RESULTS

The goal for the Title I –D program has been to ensure the success of neglected and delinquent youth who are in foster home situations and/or incarcerated and needing to transition back to society. There have been several foci in providing the intervention services for all students. A main focus will be to assist students to successfully transition to their home school district following release from incarceration. Another focus will be to provide supplemental services in the areas of reading and math to ensure neglected and delinquent students are able to obtain their high school diploma through credit recovery and successfully passing the CAHSEE.

English Language Arts/Math Benchmarks
STAR Renaissance pre and post test results are utilized to monitor and evaluate neglected and delinquent student progress and program effectiveness for 12-13 school year. The Court and Community school test results showed that additional district support is needed to improve math and reading scores. The SCCOE will continue to work to improve student reading and math scores through the use of Teachers on Special Assignment to provide coaching and model lessons to classroom teachers and implementing a Math intervention program including curriculum and accompanying Professional Development. In addition, auxiliary teachers will be used to continue to provide individual and small group instruction as a supplement to the core classroom.

Social and Emotional Learning
The Social Emotional wellness of students is a Board and department priority. Students will continue to receive daily support in attending school from the School Safety Officers. Academic Counselors and Community Partners will continue to provide problem solving and focused attention on increasing behaviors which will support student success upon returning to their home school, and/or transition to career and/or college. In addition, staff Professional Development will continue to focus on enhancing the ability to educate gang affiliated youth, students with substance dependency issues, undocumented students, and LBGQT students.

Transition Services
The Transition Office has been successful at re-engage families who have been through the expulsion process or arrive on a rehabilitation plan. The key to this success has been the ability to provide a seamless transition into and out of Alternative Education when coming from the student’s district of residence. Services include access to a Bilingual Transition Specialist, LEA information, Community Resources and an invitation to participate in local governance (i.e. School Site Council and English Language Learners Advisory Board).
FUTURE ACTIONS

The following goals have been developed and will be implemented and evaluated for effectiveness over a three year period. To monitor the effectiveness of the program, student achievement measures will be monitored. The goals and measures of effectiveness will be added to the LEAP when it is revised for the 13-14 school year.

- Enhance consistent use of the core curriculum and intervention materials resulting in larger, accelerated gains by students as measured by benchmark and standardized testing;
- Provide comprehensive Professional Development for teachers in the transition to the Common Core State Standards and Smarter Balanced Assessments on a monthly basis. Transition and implementation will be monitored through lesson plans and weekly principal walkthroughs;
- A focus on documenting and sharing effective instructional strategies with a special emphasis on Long-Term English Language Learners and Latino and African American males will occur at monthly Teacher Collaboration meetings. Progress will be monitored through disaggregated data from both formative and summative assessments. Best practices will be transcribed and housed in the District Shared Folder on the SCCOE website;
- Expand career/real world opportunities; develop core instructional blocks which will team CTE and core content area teachers. Implementation will be monitored through site master schedules;
- Continue to expand resources for families and students outside of the school day in meeting social emotional wellness needs. A web based sign in sheet will log activities, frequency of student contact and duration of participation;
- Implement the revised Individual Learning Plan (ILP) for students (COMPASS) focused on meeting the students current academic needs and growth goals;
- Enlarge mentor/mentee program;
- Expand Technology usage in the classroom for instruction and increase the use of acceleration software and on-line resources in the classroom for students in need of supplemental intervention;
- Implement a monitoring system to evaluate the effectiveness of tutoring and mentoring for Foster Youth;
- Provide tutorial support by outside vendors in the areas of reading and mathematics beyond the school day for Foster Youth. Student participation will be monitored via the Foster Vision database.

At a minimum, the following measures of effectiveness will be monitored. As a result of the successful implementation of the future actions, the following outcomes will occur:

ACADEMIC:
- CAHSEE passage rate in ELA and Math will increase by 10%;
- Long Term English Language Learners will be move to reclassification levels by 5% as measured by CELDT;
- Rate of growth on pre/post benchmark tests will average 2.5 years;

ATTENDANCE:
- Average rates of student attendance will increase by 5%;

BEHAVIOR INCIDENTS:
- Will decrease to three or less per quarter;
TRANSITIONS:
- Students returning to District will increase by 10%
- Student graduation rate will increase by 5%
2014-15 Parent Annual Notification

School districts in California are required to annually notify students, parents, and guardians of their rights and responsibilities. This is the annual notice to parents/guardians of students enrolled in programs operated by the Santa Clara County Office of Education (hereinafter referred to as SCCOE). This notice, which is required by Educational Code 48980, provides important information about federal laws and state education codes, as well as information relating to rights and responsibilities of parents or guardians of children. The abbreviation of “EC” that is found after the title of most sections refers to the California Education Code (EC).

Please review this information carefully as it applies directly to you and your child’s participation in our educational programs. If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact your school administrator. He or she will be able to give you more detailed information and assist you in obtaining copies of any materials you wish to review.

Please complete the “Acknowledgment of Receipt and Review” tear-off form (see last page) and return it to your child’s school.

Best wishes for a productive and successful 2014-2015 school year.

Mary Ann Dewan, Ph.D.
Chief Schools Officer

FOR ALL SCHOOLS AND DISTRICTS

Acceptable Use of Technology

One of the goals of the Santa Clara County Office of Education (SCCOE) is to assist in advancing the use of technology to enhance student learning. Access to technology is a privilege, not a right, and students enrolled in SCCOE programs or activities must follow SCCOE guidelines and procedures regarding acceptable use of technology. All SCCOE students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using technological resources. SCCOE shall make a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using SCCOE technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

Asbestos Management Plan – Title 40 Code of Federal Regulations 763.93

The Santa Clara County Office of Education maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact Craig Wilde, SCCOE General Services Director, at (408) 453-4310.

Attendance Options/Permits – EC 48980(h)

The following information is a summary of the attendance alternatives available to parents/guardians and their student and is intended to provide an overview of the laws applying to each alternative. Please note that the following attendance alternatives do not pertain to the pupils or the pupil’s parent/guardian served by the SCCOE. The attendance alternatives outlined in the remainder of this section pertains to local school districts, and not SCCOE.
Residency – EC 48200 and 48204
A minor between the ages of 6 and 18 years is subject to compulsory education and, unless exempted, must enroll in school in the school district in which the residence of either the parent or legal guardian is located.

A pupil may alternatively comply with the residency requirements for school attendance in a school district, if he or she is any of the following: placed in a foster home or licensed children’s institution within the boundaries of the school district pursuant to a commitment of placement under the Welfare and Institutions Code; an emancipated pupil who resides within the boundaries of the school district; a pupil who lives in the home of a caregiving adult that is located within the boundaries of the school district; or a pupil residing in a state hospital located within the boundaries of the school district.

A school district may also deem a pupil as having complied with the residency requirements for school attendance in the school district if one or both the parents or legal guardians of the pupil are employed within the boundaries of the school district.

Open Enrollment – EC 35160.5(b)
Residents of the School District may apply to other schools within the District for their child to attend on a space available basis. Information on each school within the District is provided on the District website. Parents of high school athletes should check on CIF sports eligibility rules before pursuing open enrollment. Transportation to any other school is the responsibility of the parent.

Interdistrict Attendance – EC 46600 et seq.
School districts may enter into agreements for the interdistrict transfer of one or more pupils for a period of up to five years. The agreement must specify the terms and conditions for granting or denying transfers. The parent or legal guardian of a pupil may seek release from the home district to attend a school in any other school district under this agreement.

District of Choice – EC 48300 et seq.
Some school districts may choose to become a district of choice, that is, a district that accepts transfer students from outside the district under the terms of a resolution. A school board that decides to become a district of choice must determine the number of transfers it is willing to accept and make sure that students are selected through a "random and unbiased" process, which generally means a lottery process. Students must request transfer into a district of choice by January 1 of the prior school year. A modified application process is available for relocated military personnel.

Availability of Prospectus – EC 49063 and 49091.14
Each school must annually compile a prospectus of the curriculum to include titles, descriptions and instructional goals for every course offered by the school. Each school site shall make its prospectus available for review upon request.

Child Abuse and Neglect Reporting – Penal Code 11164 et seq.
Santa Clara County Office of Education staff members are required by law to report cases of child abuse and neglect whenever staff have a reasonable suspicion. Staff may not investigate to confirm the suspicion. Both the staff name and the report itself are confidential and cannot be disclosed except to authorized agencies.

Child Find System – EC 56301
Each school district, special education local plan area (SELPA), or county office shall establish written policy and procedures for continuous child find system including children with disabilities who are migrant or homeless or wards of the state and children with disabilities attending private schools. Policy and procedures shall include written notification to all parents of their rights regarding identification, referral, assessment, instructional planning, implementation, review, and procedures for initiating referral for assessment.
Children with Diabetes

Through a cooperative agreement with the American Diabetes Association (ADA), the California Department of Education ensures that all California students who are classified as disabled because of diabetes will have access to legally required care during the school day. Under the agreement, each local education agency will manage the delivery of this care in the best possible way for those students whose Individualized Education Programs or 504 Plans require administration of insulin and related services during the school day. A Legal Advisory spells out who may administer insulin at a school, and it requires that the local education agency must provide training in diabetes management to a volunteer, non-licensed staff member in cases when a school nurse or other licensed professional is not available.

Confidential Medical Services – EC 46010.1

School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. Notification of this code section is required; however, governing board implementation is permissive. Per Santa Clara County Board Policy 5141, students being released for health care and emergency reasons must be checked out of the school through the school office by the parent/guardian or their designee. In addition, Santa Clara County Board of Education Policy 5141 states that unemancipated minor students shall not be released from school for the purposes of obtaining confidential medical services without the consent of the student’s parent or guardian.

Dangerous Objects

Laser Pointer – Penal Code 417.27
It is a crime for any student to possess a laser pointer on any elementary or secondary school premise, unless the possession is for a valid instructional or other school-related purpose.

Imitation Firearm – Penal Codes 12550 and 12556
A BB device can be considered an imitation firearm. The Penal Code makes it a criminal offense to openly display or expose any imitation firearm in a public place, including a public school.

Directory Information – EC 49073

“Directory Information” includes one or more of the following items: student’s name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. School districts determine in advance which individuals, officials, or organizations may receive directory information. No information may be released to a private profit making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil’s directory information.

Disaster Preparedness Educational Materials – EC 32282.5

Each school has a disaster preparedness plan and conducts regular fire, earthquake and disaster drills. For a copy of your school’s plan, contact your principal.

The California Department of Education (CDE) is now required to electronically distribute disaster preparedness educational materials to school districts and county offices of education in, at least, the three most dominant primary languages spoken by English learners in California. Documents are posted on the CDE website at: http://www.cde.ca.gov/ls/ss/cp/pupilsafetyeducmat.asp.

Disruption in a Public School or Public School Meeting – EC 32210

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars ($500).
Dress Code – EC 35183

Schools may adopt and enforce a reasonable dress code policy that requires pupils to wear a schoolwide uniform or prohibits the wearing of “gang-related clothing” if it is determined that it is necessary for the health and safety of the school environment.

Excused Absences – EC 46014 and 48205

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
   (1) Due to his or her illness.
   (2) Due to quarantine under the direction of a county or city health officer.
   (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
   (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
   (5) For the purpose of jury duty in the manner provided for by law.
   (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
   (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
   (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their student's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Free and Reduced-price Meals – EC 49510 et seq.

Free or reduced-price lunches are available at school for pupils whose parents or legal guardians qualify, based on annual household income, and complete the required application form. Applications forms may be obtained at the school office.

Foster Youth Educational Placement – EC 48850 et seq.

All pupils in foster care are entitled to a meaningful opportunity to meet the challenging state pupil academic achievement standards to which all pupils are held. They shall be placed in the least restrictive educational programs and have access to the same academic resources, services, and extracurricular and enrichment activities that are available to all pupils. Each local educational agency is required to designate a foster care educational liaison. The liaison serves as an advocate for all foster youth that reside within his/her district, and ensures that every foster youth has a proper school placement, transfer of records, and immediate enrollment in school. School enrollment is not contingent upon receipt of a student’s academic or medical records. Because school stability is extremely important to a child living in foster care, a foster child is allowed to remain in his or her school of origin, even if the child’s home placement changes, for the duration of the school year. Students who do change schools during the school year are able to receive practical credit for coursework that is satisfactorily completed. If any dispute arises as to the school placement of a foster child, the student has the right to remain in his or her school of origin pending the resolution of the dispute. Each local educational agency is required to have a dispute resolution process in place that relates to the enrollment of foster youth within their school jurisdiction. The local liaison can assist parents or students in the dispute resolution process.

Harm or Destruction of Animals – EC 32255 et seq.

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil’s parent or guardian.
A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

**Homeless Youth Education – 42 United States Code 11432**

Requires school district homeless liaisons to ensure parents of homeless pupils are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in education of their children.

The federal McKinney-Vento Homeless Assistance Act ensures educational rights and protections for children and youth experiencing homelessness. This includes children and youth who are living with a friend, relative or someone else because the family has lost their housing; children and youth staying in a motel or hotel due to lack of adequate alternative accommodations; children and youth living in an emergency or transitional shelter or a domestic violence shelter; and children and youth who are living in cars, parks, public spaces abandoned buildings, etc. It is the policy of Congress that students in homeless situations shall have access to the education and other services they need to ensure they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held.

Services provided to students identified as homeless include:

- Every local education agency designates a staff person to act as the educational liaison for students in homeless situations.
- Students have the option of remaining in their school of origin to the extent feasible or transferring to the local school in the current attendance area when moving to a different address or community. The parent/guardian determines which school is in the child’s best interest.
- Students are immediately enrolled in school even if they do not have the documents required. The Liaison can request the necessary documents from previous schools or help to schedule required immunizations.
- Students will be provided transportation to and from school at the parent’s request.
- Students will be provided free/reduced lunch.
- Students will be provided Title 1 services.
- School districts will establish a dispute resolution process to resolve disagreements between parents and the district.

Families living in homeless situations may contact the Liaison to help them put the disagreement into writing.

**Grounds for Suspension and Expulsion – EC 48900**

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Immunizations – EC 49403 and 48216, Health & Safety Codes 120335, 120365 and 120370

Unless a pupil’s parent or legal guardian provides the school with an acceptable signed waiver, a pupil must be immunized against certain communicable diseases. Students are prohibited from attending school until the immunization requirements are met. SCCOE shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The district may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Instruction for Pupils with Temporary Disabilities – EC 48206.3, 48207 and 48208

A pupil with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided in the pupil’s home for one hour a day.
A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

**Medical or Hospital Service – EC 49472**

**Services Not Provided**
The Santa Clara County Office of Education does not provide or make available medical and hospital services for pupils who are injured in accidents related to school activity or attendance.

**Services Provided**
The Santa Clara County Office of Education may provide or make available medical or hospital service through nonprofit membership corporations, defraying the cost of medical or hospital service, or through group, blanket or individual policies of accident insurance or through policies of liability insurance for injuries to pupils arising out of accidents related to school activity or attendance. No pupil is required to accept such service without the consent of his/her parent or legal guardian.

**Medication Regimen – EC 49480**

The parent or legal guardian of any pupil taking medication on a regular basis must inform the school nurse or [other contact person] of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the pupil.

**Administration of Prescribed Medication for Pupils – EC 49423 and 49423.1**
Any pupil who is required to take, during the regular school day, medication prescribed by a physician or surgeon, may be assisted by the school nurse or other designated school personnel or may carry and self-administer auto-injectible epinephrine or inhaled asthma medication if the school district receives a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken.

**Megan’s Law – Penal Code 290 et seq.**

Information about registered sex offenders in California can be found on the California Department of Justice's website, [http://meganslaw.ca.gov/](http://meganslaw.ca.gov/). The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

**Minimum and Pupil-free Staff Development Days – EC 48980(c)**

Parents and guardians of all pupils are to be informed of the schedule of minimum days and pupil-free staff development days. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school will notify parents and guardians of affected pupils as early as possible, but not later than one month prior to the scheduled day.

**Missing Children – EC 49370**

It is required that specified persons, including school teachers, administrators, aides, playground workers and bus drivers, report missing children to a law enforcement agency in a timely manner.
Nondiscrimination Statement – EC 200 et seq.

The Santa Clara County Office of Education is committed to equal opportunity for all individuals in education. SCCOE programs and activities shall be free from discrimination based on gender, sex, race, color, religion, national origin, ethnic group identification, physical or mental disability, sexual orientation, or the perception of one or more of such characteristics. SCCOE assures that lack of English language skills will not be a barrier to admission or participation in SCCOE programs. Complaints of unlawful discrimination are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained.

For a complaint form or additional information, contact:

SCCOE Chief Schools Officer
Student Services Branch
1290 Ridder Park Drive
San Jose, CA 95131
408-453-6560

Notice of Alternative Schools – EC 58501

California state law authorizes all school districts to provide for alternative schools. Education Code 58500 defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

(a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
(b) Recognize that the best learning takes place when the student learns because of his/her desire to learn.
(c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may be conceived by him/her totally and independently or may result in whole or in part from a presentation by his/her teachers of choices of learning projects.
(d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
(e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including, but not limited to, the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

Pesticide Products – EC 17612

To obtain a copy of all pesticide products and expected use at SCCOE school facilities during the year, please contact Risk Management at (408) 453-6862. The notice will identify the active ingredient(s) in each pesticide product and an internet address on pesticide use and reduction.

Physical Examination – EC 49451

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.
**Property Damage – EC 48904**

Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

**Pupil Records – EC 49063 and 49069, Title 34 Code of Federal Regulations 99.7, 20 United States Code 1232g**

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil’s development and educational progress. SCCOE will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the student’s educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, SCCOE shall disclose educational records without parental consent.

Parents’ request to access their student’s educational records must be submitted in a written form to the school principal and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of student records are available to parents for a fee of no more than 10 cents per page.

Any challenge to school records must be submitted in writing to the school principal. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer’s area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student.

Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-5920.

**School Rules – EC 35291**

The SCCOE may notify the parent or guardian of all pupils registered in SCCOE schools of the availability of rules pertaining to student discipline.

**School Safety Plan – EC 32280 et seq.**

Each Santa Clara County Office of Education school site has a School Safety Plan, which includes a comprehensive disaster preparedness plan. Copies are available to read at each school office.

**School Visiting Procedures – EC 51101(a)(12) and Penal Code 627.6**

Parents and guardians of students enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed in advance about school rules, including procedures for visiting the school.

PC 627.6: Requires schools to post at every entrance a notice setting forth the visitor registration requirements, hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. Administration has the authority to direct non-students to leave campus. No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee, except to proceed expeditiously to the school office for the purpose of registering.
Sex and HIV/AIDS Education – EC 51938

The purpose of the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act (Education Codes 51930 through 51939) is to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy and sexually transmitted diseases.

The Santa Clara County Office of Education will provide instruction in comprehensive sexual health education, HIV/AIDS prevention education, and/or will conduct assessments on pupil health behaviors and risks in the coming school year.

Parents or guardians may:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV/AIDS prevention education
2. Request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education
3. Request a copy of Education Codes 51930 through 51939
4. Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by district personnel or outside consultants
5. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, to be informed of:
   a. The date of the instruction
   b. The name of the organization or affiliation of each guest speaker

The Santa Clara County Office of Education may administer to students in grades 7 through 12 anonymous, voluntary, and confidential research and evaluation instruments, including tests and surveys, containing age-appropriate questions about their attitudes or practices relating to sex. Prior to administering such a research and evaluation instrument, parents/guardians shall be provided written notice of the administration. Parents/guardians shall be given an opportunity to review the research instrument and to request in writing that their child not participate.

Sexual Harassment – EC 48980(g)

It is the policy of the Santa Clara County Superintendent and the Board of Education to maintain a learning and working environment which is free from sexual harassment. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both Federal and State law. Therefore, the Santa Clara County Board of Education prohibits sexual harassment in all schools and facilities within the organization. SCCOE regards sexual harassment as improper, immoral, illegal, and such actions will not be tolerated. This policy is implemented to inform students, staff and parents about what sexual harassment is and the procedures which will be followed by SCCOE upon receipt of sexual harassment allegations.

The SCCOE sexual harassment policy is intended as a preventive measure to protect against sexual harassment before it occurs. The term “sexual harassment” is intended to mean sexual harassment in the broadest meaning of that term in current popular as well as legal usage. Sexual harassment is deliberate and/or repeated sexual or sex-based behavior that is not welcome and is not requested.

The California Education Code specifies that a pupil may be suspended from school or recommended for expulsion if the superintendent or principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment. The SCCOE’s educational programs may suspend and/or refer pupils back to their local school district. This policy shall not apply to pupils enrolled in kindergarten and grades one to three.

A. For purposes of this policy, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive as to create an intimidating, hostile, or offensive educational environment or to have a negative impact upon the individual’s academic performance.

B. Teachers and other school personnel shall discuss this policy with students in age-appropriate ways and will assure students that they need not endure any form of sexual harassment.

C. Any student who feels that he/she has been the victim of sexual harassment by an employee, student or volunteer of SCCOE as defined in this policy and administrative regulations shall immediately report
the matter to any school official of the school of attendance. The person receiving the complaint shall immediately report the matter to a school administrator, and an investigation into the complaint will begin.

D. Any staff member who has knowledge of conduct of SCCOE employees, volunteers, students, or other individuals of the school community which may constitute sexual harassment, is expected to report immediately such conduct to an administrator of the school at which the student is in attendance.

E. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. All complaints will be taken seriously and confidentiality will be maintained as appropriate. There shall be no retaliation in any form against any complainant or participant in the complaint process.

F. All employees and pupils shall be notified of this Board Policy on a regular basis.

G. To promote an environment free of sexual harassment, the school administrator or designee shall provide staff training and ensure student notification.

An appeal of a SCCOE decision may be made in court through civil law remedies. Complainants should consult an attorney for more information. Contact the school principal if you have any questions or would like additional information.

**Student Conduct – EC 51100**

**Duties of Pupils – 5 CCR 300**
Pupils shall conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

**Jurisdiction – EC 44807**
Teaching staff shall hold pupils to strict account for their conduct on the way to and from school, on the playgrounds, or during recess.

**Mandatory Expulsion Violations – EC 48915**
Schools shall immediately suspend and recommend expulsion for students that commit any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

The school board shall order the student expelled upon finding that the student committed the act.

**Sunscreen and Sun-protective Clothing – EC 35183.5**
Each school site shall allow for outdoor use during the school day, articles of sun-protective clothing, including but not limited to hats. Pupils may use sunscreen during the school day without a physician's note or prescription.

**Surveys – EC 51513**
Anonymous, voluntary and confidential research and evaluation tools to measure student’s health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent is notified in writing that 1) this test, questionnaire, or survey is to be administered, 2) the student’s parent is given the opportunity to review the test, questionnaire, or survey, and 3) the parent consents in writing.

**Tobacco-free Campus – Health and Safety Code Sections 104420 and 104495**
In accordance with state and federal law, smoking is prohibited in all SCCOE facilities and vehicles.
All school districts and county offices of education that receive Tobacco Use Prevention (TUPE) funds are required to adopt and enforce a tobacco-free campus policy, to communicate this policy to school staff, parents, pupils and community, and to post signs stating “Tobacco Use Prohibited” at all entrances to the school.

Under Health and Safety Code Section 104495, smoking or use of any tobacco-related products and disposal of any tobacco-related waste within 25 feet of a school playground is prohibited, except on a public sidewalk located within 25 feet of the playground.

Uniform Complaint Policy and Procedure – Title 5, California Code of Regulations 4622, and EC 32289

The Santa Clara County Office of Education (SCCOE) shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in SCCOE programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and developmental programs, child nutrition programs and special education programs. A complaint must be filed no later than six months from the date the complainant first obtains knowledge of the concern. These uniform procedures require the complainant to submit a written complaint to the Chief Schools Officer, Student Services Branch, who will coordinate an investigation and response within 60 days of receipt of the written complaint, unless the complainant agrees in writing to extend the time line. A complainant may appeal SCCOE’s decision to the California Department of Education (CDE) by filing a written appeal within 15 days after receiving SCCOE’s decision. The CDE may directly intervene in the complaint without waiting for action by SCCOE when one of the conditions listed in 5 CCR 4650 exists, including cases in which SCCOE has not taken action within 60 days of the date the complaint was filed. If SCCOE is found to have violated a State or Federal law and/or regulation, and does not take corrective action to comply, then various civil remedies may be available. Contact the Chief Schools Officer, Student Services Branch, at (408) 453-6560 for additional information or assistance.

Victim of a Violent Crime – 20 United States Code 7912a

A student who becomes a victim of a violent criminal offense while in or on the grounds of a school that the student attends, has the right to transfer to another school within the district. The District has 14 calendar days to offer students the option to transfer. For more information, please contact the Chief Schools Officer at (408) 453-6560.

Walking or Riding a Bike to School – Vehicle Code 21212

No person under 18 years of age may operate a bicycle, non-motorized scooter, skateboard or wear in-line or roller skates, nor ride as a passenger upon a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards.

Williams Complaint Policy and Procedure – EC 35186

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at the school office and/or online in the SCCOE Student Services area of the www.SCCOE.org webpage. Parents, students, teachers or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns.
**ADDITIONAL NOTIFICATIONS FOR ELEMENTARY & MIDDLE SCHOOLS ONLY**

**Career Counseling and Course Selection – EC 221.5(d)**

Commencing in grade 7, school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil’s gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

**Entrance Health Screening – Health & Safety Codes 124085, 124100, 124105 and 120475**

State law requires that the parent or legal guardian of each pupil provide the school documentary proof that the pupil has received a health screening examination by a doctor within 90 days after entrance to first grade. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available through the local health department.

**Oral Health Assessment – EC 49452.8**

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil’s first school year.

**School Bus Safety – EC 39831.5**

All pupils in pre-kindergarten, kindergarten and grades 1 to 6, shall receive written information on school bus safety (i.e., a list of school bus stops near each pupil’s home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops). Prior to departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

**ADDITIONAL NOTIFICATIONS FOR HIGH SCHOOLS ONLY**

**Access by Military Recruiters – 20 United States Code 7908**

Federal law requires school districts to provide military recruiters the same access to secondary school pupils as is provided to post secondary educational institutions or to prospective employers. Parents may request that SCCOE not release their pupil’s name, address and telephone number without prior written consent. Written notice must be submitted to the school if the parent or legal guardian wishes to deny access to this information.

**Advanced Placement and International Baccalaureate Exam Fees – EC 52244**

Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees or the International Baccalaureate examination fees, or both.

**Algebra I Graduation Requirement**

Prior to receiving a diploma of graduation from high school, pupils shall successfully complete at least one course or a combination of two courses which shall meet or exceed the rigor of the content standards for Algebra I, as adopted by the State Board of Education pursuant to Section 60605.
California High School Exit Exam – EC 60850 and 37254

Each pupil completing grade 12 shall successfully pass the California High School Exit Exam (CAHSEE) as a condition of graduation. Each pupil shall take the examination beginning in grade 10 and may take the examination each subsequent administration until he/she passes the examination. A pupil with an Individualized Educational Plan (IEP) or Section 504 Plan may take the CAHSEE with accommodations that do not fundamentally alter the nature of the test.

The CAHSEE consists of two parts: English-language arts and mathematics. In order to pass the CAHSEE, a scale score of 350 or higher is required on each part. Students do not need to pass both parts of the CAHSEE during the same administration in order to satisfy the CAHSEE requirement. For certain students with disabilities, a waiver of the CAHSEE requirement may be available.

School districts are required to provide additional instruction to assist students who do not pass the exam. Students, including English learners, who have not passed one or both parts of the CAHSEE by the end of grade twelve, are entitled to receive intensive instruction and services for up to two consecutive academic years after completion of grade twelve or until they pass both parts of the CAHSEE, whichever comes first.

For more information on CAHSEE, visit: http://www.cde.ca.gov/ta/tg/hs/documents/cahseeqa08_003.doc.

The CAHSEE testing schedule for the 2013-14 school year is posted on the CDE CAHSEE Web page at http://www.cde.ca.gov/ta/tg/hs/admin.asp. The Santa Clara County Office of Education selects their testing dates from this schedule.

The Santa Clara County Office of Education administers the test three times per school year according to the following format: 11th and 12th grade in October; 10th, 11th and 12th grade in February (this is the 10th grade census, which is the one that counts for AYP); 10th grade make-up tests for 10th grade (those absent and anyone who came to SCCOE from a district that did not test in February); and 12th grade in May.

Parents and guardians should direct their questions to their child’s school principal.

California High School Proficiency Exam – Title 5, California Code of Regulations 11523

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent or legal guardian, leave high school early. The Certificate of Proficiency, however, is not equivalent to completing all course work required for regular graduation from high school. For more information, including administration dates and registration deadlines, visit the following website: http://www.chspe.net/.

Career Counseling and Course Selection – EC 221.5(d)

Commencing grade 7, school personnel shall assist pupils with course selection or career counseling, affirmatively exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil’s gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

College and Career Technical Education – EC 51229

Parents or guardians of students in grades 9 through 12 need to be aware of the following information on College Admission Requirements and Higher Education:

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school.

In order to attend a community college you need only be a high school graduate or 18 years of age. In order to attend a CSU you have to take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. Test scores are not required if your GPA is 3.0 or above. In order to attend a UC you must meet requirements for coursework, GPA, and test scores, or rank in the top four percent at a participating high school, or qualify by examination
alone. You may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, please refer to the following webpages:

www.ccco.edu – This is the official website of the California Community College system. It offers links to all of the California Community Colleges.

www.assist.org – This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.

www.csumentor.edu – This extensive online site offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.

www.universityofcalifornia.edu – This massive website offers information regarding admissions, online application, and links to all UC campuses.

Students may also explore career options through career technical education. These are programs and classes offered by a school that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage: www.cde.ca.gov/ds/si/rp.

Students may meet with their school principal and/or school counselor to choose courses at their school that will meet college admission requirements, or enroll in career technical education courses, or both.
Dear Parent/Guardian:

The Santa Clara County Office of Education is required to annually notify parents and guardians of rights and responsibilities in accordance with Education Code 48980.

If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact the principal at your student’s school. He or she will be able to give you more detailed information and assist you in obtaining copies of any materials you wish to review.

Please complete the “Acknowledgement of Receipt and Review” form below, and return it to your student’s school.

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Acknowledgement of Receipt and Review

Pursuant to Education Code 48982, the parent/guardian shall sign this notice and return it to the school. Signature on the notice is an acknowledgment by the parent or guardian that he or she has been informed of his or her rights but does not necessarily indicate that consent to participate in any particular program or activity has been given or withheld.

Student Name: ____________________________________________________________

School: ___________________________________________ Grade: __________

Parent/Guardian Name: ___________________________________________________

Address: ________________________________________________________________

_______________________________________________________________________

Home Telephone Number: ________________________________________________

_________________________________________________    _______________________
Signature of Parent/Guardian (if student is under 18)    Signature of Student (if student is 18 or older)
Resumen de Notificaciones para el Año Escolar 2014-2015

Los distritos escolares de California deben notificar una vez al año a los estudiantes, padres y tutores de sus derechos y responsabilidades. Ésta es la notificación anual para los padres/tutores de los estudiantes inscritos en programas ofrecidos por la Oficina de Educación del Condado de Santa Clara (Santa Clara County Office of Education, en adelante SCCOE). Esta notificación, exigida por el Código Educacional 48980, entrega información importante sobre leyes federales y códigos de educación estatales, como también información referente a derechos y responsabilidades de los padres o tutores de los niños. La abreviación “CE” que se encuentra al final de la mayoría de los títulos de las secciones se refiere al Código Educacional de California.

Por favor, revise esta información cuidadosamente ya que aplica directamente para usted y la participación de su hijo en nuestros programas educacionales. Si tiene alguna pregunta, o si le gustaría revisar documentos específicos mencionados en la notificación, por favor contacte al administrador de su escuela. El o ella están en condiciones de entregarle información más detallada y ayudarle a obtener copias de cualquier material que usted desee revisar.

Complete el formulario desprendible “Declaración de Recibo y Revisión” (consulte la última página) y devuélvalo a la escuela de su hijo.

Mis mejores deseos para un año escolar 2014-2015 productivo y satisfactorio.

Mary Ann Dewan, Ph.D.
Jefe Official de Escuelas

PARA TODAS LAS ESCUELAS Y DISTRITOS

Uso Aceptable de Tecnología

Una de las metas adoptadas por de la Oficina de Educación del Condado de Santa Clara (SCCOE) es asistir en el fomento del uso de tecnología para aumentar la enseñanza estudiantil. Acceso a la tecnología es un privilegio, no es un derecho, y los estudiantes inscritos en los programas y actividades del Distrito deben obedecer los reglamentos y procedimientos del Distrito referente al uso aceptable de tecnología. Los estudiantes y sus padres/tutores de SCCOE firmarán un Contrato de Uso Aceptable de Tecnología antes del uso de los recursos tecnológicos del Distrito. SCCOE hará un esfuerzo diligente por trascender contenido inoportuno o pernicioso que está accesible a través del Internet, y los estudiantes también tomarán responsabilidad en no iniciar acceso a contenido inoportuno o pernicioso mientras que usen tecnología del Distrito. Violación de esta norma resultará en acción disciplinaria y la pérdida del privilegio de usar la tecnología y/o obligación civil o criminal.

Plan de Manejo de Asbestos – Título 40 Código de Regulaciones Federales 763.93

La Oficina de Educación del Condado de Santa Clara mantiene información que anualmente pone al día sobre el plan de mantenimiento de los edificios escolares que contienen asbestos. Para una copia del plan de manejo de asbestos, por favor comuníquese con Craig Wilde, Director General Services de SCCOE, al (408) 453-4310.

Opciones de Asistencia/Permisos – CE 48980(h)

La siguiente información es un resumen de las alternativas de asistencia disponibles para padres/tutores y sus hijos y es con la intención de proveer una descripción general de las leyes que aplican a cada alternativa. Por favor tome en cuenta que las siguientes alternativas de asistencia no corresponden a los alumnos o a los padres/tutores de los alumnos servidos por SCCOE. Las alternativas de asistencia descritas en el resto de esta sección corresponden a distritos escolares locales, y no a SCCOE.
**Residencia** – CE 48200 y 48204

Un menor entre las edades de 6 y 18 está sujeto a recibir educación obligatoria y, a menos que sea exento, se debe inscribir en la escuela en el distrito escolar en el cual se localice la residencia de cualquiera de los dos padres o tutor legal.

Un alumno puede cumplir alternativamente con los requisitos de residencia para asistencia escolar en un distrito escolar, si él o ella satisface los requisitos siguientes: está ubicado en un hogar adoptivo o institución licenciada de niños dentro de los límites del distrito escolar de acuerdo con un compromiso de ubicación bajo el Código de Bienestar e Instituciones; es un alumno emancipado que reside dentro de los límites del distrito escolar; es un alumno que vive en el domicilio de un adulto que proporcione el cuidado que esté localizado dentro de los límites del distrito escolar; o es un alumno que reside en un hospital estatal localizado dentro de los límites del distrito.

Un distrito escolar también puede considerar que un alumno ha cumplido con los requisitos de residencia en el distrito escolar si uno o ambos padres o tutores legales del alumno trabaja(n) dentro de los límites del distrito escolar.

**Inscripciones Abiertas** – CE 35160.5(b)

Residentes del Distrito Escolar podrán solicitar a otras escuelas dentro del Distrito para que sus hijos puedan asistir si hay cupo disponible. Se puede encontrar información sobre cada escuela dentro del Distrito en la página Web del Distrito. Los padres de los atletas en la preparatoria deben verificar los reglamentos de elegibilidad de los deportes de CIF antes de solicitar una inscripción abierta. Transportación a cualquier otra escuela es la responsabilidad del padre.

**Asistencia Inter-distrital** – CE 46600 et seq.

Los distritos escolares pueden firmar un contrato para el traslado inter-distrital de uno o más alumnos por un periodo hasta cinco años. El contrato debe especificar las condiciones para aprobar o denegar traslados. El padre o tutor legal de un alumno puede solicitar un permiso de salida del distrito sede para asistir a una escuela en cualquier otro distrito escolar bajo este contrato.

**Distrito de Elección** – CE 48300 et seq.

Algunos distritos escolares pueden optar convertirse en un distrito de elección, que es, un distrito que acepta estudiantes transferidos fuera del distrito bajo los términos de un acuerdo. Una mesa directiva escolar que decide convertirse en un distrito de elección debe determinar el número de traslados que está dispuesta a aceptar y asegurar que los estudiantes sean seleccionados a través de un proceso “hecho al azar e imparcial,” lo cual generalmente significa un proceso de lotería. Los estudiantes deben solicitar el traslado a un distrito de elección para el 1º de enero del año escolar anterior. Un proceso modificado de solicitud está disponible para personal militar transferido.

**Disponibilidad de Prospecto** – CE 49063 y 49091.14

Cada escuela debe compilar anualmente un prospecto del plan de estudios incluyendo títulos, descripciones y propósitos de enseñanza para cada curso ofrecido por la escuela. Cada escuela tendrá el prospecto disponible para ser revisado a petición.

**Evitando Ausencias, Excusas Escritas**

La Oficina de Educación del Condado de Santa Clara anima a los padres que se aseguren que sus hijos asistan a la escuela regularmente y que programen las citas medicas u otras citas para que un estudiante no falte o falte solamente una pequeña porción del día escolar. El distrito también pide que el viaje u otras ausencias sean evitadas durante el tiempo que la escuela esta en sesión. Entre mas alto sea el porcentaje de asistencia diaria del distrito, mas aprenderá un estudiante y el distrito escolar recibirá mas fondos del estado para la enseñanza en el salón y programas académicos. El calendario escolar esta concebido para reducir problemas para familias que planean viajes alrededor de vacaciones tradicionales, y de ese modo reducir las ausencias de los estudiantes.

Siguiendo una ausencia, un estudiante esta requerido traer una excusa escrita de la casa cuando regrese a la escuela. Enfermedades y citas medicas y con el dentista se consideran ausencias justificadas. Las ausencias sin una excusa escrita serán documentadas como ausencias sin justificación.
La Tardanza
Se deben animar a los niños ser puntual como parte de su instrucción. Se espera que lleguen a la escuela a tiempo. Si un niño llega tarde, el niño debe traer una excusa de la casa a la oficina escolar. La tardanza frecuente sin una excusa válida se considerará como falta a la escuela sin justificación bajo la ley estatal.

Falta a la Escuela sin Justificación/Consejo de Revisión de Asistencia Escolar
Se considera falta a la escuela sin justificación a un estudiante después de tres ausencias o tres tardanzas por más de 30 minutos cada vez y cuando las ausencias o tardanzas no son justificadas. Un estudiante que falta a la escuela sin justificación podrá ser referido al Consejo de Revisión de Asistencia Escolar (conocido en inglés como SARB). Ausencias sin justificación son ausencias que no caen dentro del CE 48205. Se encuentra el texto del CE 48205 en la página 4.

El Denunciar del Abuso y Descuido de Menores – Código Penal 11164 et seq.
Se requieren por la ley al personal de la Oficina de Educación del Condado de Santa Clara denunciar los casos de abuso y descuido de menores cuando tienen una sospecha razonable. El personal no podrá investigar para confirmar la sospecha. El nombre del personal y el informe serán confidenciales y no podrán ser divulgados salvo a las agencias autorizadas.

Sistema de Buscar y Servir – CE 56301
Cada distrito escolar, área local de educación especial (SELPAs), u oficina del condado establecerá una póliza escrita y procedimientos para un sistema de buscar y servir continuo incluyendo menores con discapacidades que son migrantes o sin hogar o están en custodia del estado y menores con discapacidades que asisten a escuelas privadas. La póliza y procedimientos deberán incluir una notificación por escrito para todos los padres de sus derechos con respecto a la identificación, referencia, análisis, plan educacional, implementación, evaluación, y el proceso para iniciar una referencia para evaluación.

Niños con Diabetes
Mediante un acuerdo cooperativo con la Asociación Americana de Diabetes (ADA), el Departamento de Educación de California asegura que todos los estudiantes de California que son clasificados como discapacitados por tener diabetes tengan acceso al cuidado legalmente requerido durante el día escolar. Bajo este acuerdo cada agencia educacional local supervisará la administración de este cuidado de la mejor forma posible para los estudiantes con Programas de Educación Individualizados (IEP) o planes 504 que requieren la administración de insulina y otros servicios relacionados durante el día escolar. Un aviso legal especifica quién puede administrar insulina en una escuela y requiere que la agencia educativa local proporcione capacitaciones sobre la administración de insulina a un voluntario o miembro del personal clasificado para los casos cuando la enfermera de la escuela u otra persona licenciada no esté disponible.

Servicios Médicos Confidenciales – CE 46010.1
Las autoridades escolares pueden excusar cualquier alumno en grados 7-12 de la escuela para recibir servicios médicos confidenciales sin el consentimiento del padre o tutor del alumno. Se requiere notificación de esta sección del código; sin embargo, la puesta en marcha del consejo administrativo es permissiva. Por Política del Consejo del Condado de Santa Clara 5141, los estudiantes que dejan la escuela por razones de emergencia o de cuidado de la salud deben ser verificados a través de la oficina de la escuela por el padre/tutor o su representante. Además, la póliza del Consejo del Condado de Santa Clara 5141 especifica que un menor no-emancipado no será exento de la escuela por los propósitos de obtener servicios médicos confidenciales sin el consentimiento del padre o tutor del estudiante.

Objetos Peligrosos

Apuntador Láser – Código Penal 417.27
Es un crimen que cualquier estudiante posea un apuntador láser en cualquier establecimiento de la escuela primaria o secundaria, a menos que la posesión es para un propósito educacional u otra razón relacionada a la escuela.

Arma de Fuego de Imitación – Código Penal 12550 y 12556
Se considera un aparato de BB como un arma de fuego de imitación. El Código Penal lo hace una ofensa criminal cuando se expone cualquier arma de fuego de imitación en un lugar público, incluyendo una escuela pública.
Directorio de Información – CE 49073

“Directorio de Información” incluye uno o más de los siguientes: nombre del estudiante, domicilio, número de teléfono, fecha y lugar de nacimiento, campo principal de estudio, participación en actividades y deportes oficialmente reconocidos, peso y estatura de los miembros de equipos atléticos, fechas de asistencia, títulos y reconocimientos recibidos, y la escuela pública o privada a la que más recientemente asistió el estudiante. El Distrito determina con anticipación cuales individuos, oficiales, u organizaciones podrán recibir el Directorio de Información. Ninguna información podrá ser divulgada a entidad privada lucrativa aparte de empleadores, posibles empleadores y representantes de los medios de comunicación, incluyendo, pero no limitado a, periódicos, revistas, y emisoras de radio y televisión. El directorio de información puede ser divulgado sin previo consentimiento del padre o tutor legal a menos que el padre o tutor legal presente un aviso escrito a la escuela para denegar acceso al directorio de información de su estudiante.

Preparación en Caso de Desastre - EC32282.5

Cada escuela cuenta con un plan de preparación en caso de desastre y realiza regularmente prácticas de preparación en caso de incendio, terremoto y desastre. Para obtener una copia del plan de su escuela, contacte a su director. Ahora se exige al Departamento de Educación de California (CDE) distribuir en forma electrónica materiales educacionales de preparación en caso desastre a los distritos escolares y oficinas de educación del condado en, al menos, las tres lenguas maternas más dominantes habladas por los estudiantes de inglés en California. Estos documentos están disponibles en el sitio Web de CDE en: http://www.cde.ca.gov/ls/ss/cp/pupilsafetyeducmat.asp.

Interrupción en una Escuela Pública o en una Junta de la Escuela Pública – CE 32210

Cualquier persona que interrumpa intencionalmente una escuela pública o una junta escolar pública es culpable de un delito menor, y puede ser castigada con una multa no más de quinientos dólares ($500).

Código de Vestir - CE 35183

Las escuelas pueden adoptar y hacer cumplir una política de código de vestir razonable que exija a los alumnos vestir uniforme para toda la escuela o prohíba el uso de “ropa alusiva a pandillas” si se determina que esto es necesario para la salud y seguridad del entorno escolar.

Aparatos de Señal Electrónica – CE 48901.5

Por política o práctica, la Oficina de Educación del Condado de Santa Clara puede regular los derechos de los alumnos de poseer o usar aparatos de señal electrónica, incluyendo teléfonos celulares y buscapersonas (pagers), durante el día de escuela o en funciones escolares. A ningún alumno se le prohibirá el poseer o usar un aparato de señal electrónica que fue determinado por un médico licenciado ser esencial para la salud del alumno y el uso del cual es limitado para la salud del alumno.

Ausencias Justificadas – CE 46014 y 48205

Alumnos, con consentimiento por escrito de sus padres o tutores legales, podrán ser dispensados de la escuela para participar en ejercicios de la religión o para recibir enseñanza moral o religiosa.

A ningún alumno se le reducirá su calificación o perderá crédito académico por cualquier ausencia o ausencias dispensadas, si los trabajos y exámenes perdidos pueden ser proveídos razonablemente y son completados satisfactoriamente dentro de un periodo de tiempo razonable.

(a) No obstante a la Sección 48200, un alumno deberá ser dispensado de la escuela cuando la ausencia sea:
   (1) Debida a una enfermedad de él o ella.
   (2) Debida a cuarentena bajo la supervisión de un oficial de la salud del condado o de la ciudad.
   (3) Para el propósito de recibir servicios médicos, dentales, de los optometristas o quiroprácticos.
   (4) Para el propósito de asistir al funeral de un miembro de su familia inmediata, siempre y cuando la ausencia no sea por más de un día si el funeral es en California o no más de tres días si el funeral es fuera de California.
   (5) Para el propósito de actuar como jurado en la manera que provee la ley.
   (6) Debida a enfermedad o cita médica durante horas escolares de un niño del cual el estudiante es el padre custodio.
(7) Por razones personales justificables, incluyendo, pero no limitada a, una comparecencia ante el tribunal, asistencia a funerales, prácticas de un festivo o ceremonia de su religión, asistencia a retiros religiosos, asistencia a conferencias de empleo, o asistencia a una conferencia educativa sobre el proceso legislativo o judicial ofrecido por una organización no lucrativa cuando se ha hecho el padre o tutor legal una petición por escrito para la ausencia del alumno y ha sido autorizada por el director o representante asignado de acuerdo a las reglas uniformes establecidas por la mesa directiva.

(8) Con el propósito de servir como un miembro de un distrito electoral para una elección de acuerdo a la Sección 12302 del Código Electoral.

(b) A un alumno ausente de la escuela bajo esta sección se le debe permitir completar todas las tareas y exámenes perdidos durante la ausencia que puedan ser proveídas razonablemente y, al completarlas satisfactoriamente dentro de un periodo de tiempo razonable, le deberán dar crédito completo. El maestro de la clase de la que el alumno estuvo ausente determinará cuales exámenes y tareas serán razonablemente equivalentes, pero no necesariamente idénticas a, los exámenes y tareas que el estudiante perdió durante la ausencia.

c) Para el propósito de esta sección, la asistencia a retiros religiosos no debe exceder de cuatro horas por semestre.

d) Las ausencias de acuerdo a esta sección se consideran ausencias al computarizar el promedio de asistencia diaria y no generarán pagos distribuidos por el estado.

e) “Familia Inmediata,” como se usa en esta sección, tiene el mismo significado que en la Sección 45194, salvo que las referencias utilizadas en esa sección hacia un “empleado” se deben considerar referencias a un “alumno.”

Derechos Educativos de la Familia y la Confidencialidad (Family Educational Rights and Privacy Act, FERPA)

La ley de Derechos Educativos de la Familia y la Confidencialidad (20 U.S.C. § 1232g; 34 CFR Part 99) es una ley Federal que protege la confidencialidad de los expedientes educativos del estudiante. La ley confiere a todas las escuelas que reciben fondos bajo un programa del Departamento de Educación de los Estados Unidos. FERPA les otorga a los padres ciertos derechos con respecto a los expedientes educativos de sus hijos. Estos derechos son transferibles al estudiante cuando éste alcance la edad de 18 años o asista a una escuela Preparatoria o más alta. Los estudiantes a quienes estas leyes sean transferidas son denominados “estudiantes aptos”.

Padres o estudiantes aptos tienen el derecho de inspeccionar y revisar el expediente del estudiante mantenido por la escuela. No se les requiere a las escuelas proveer copias del expediente menos que, por razones como gran distancia, les sea imposible a los padres o estudiantes aptos revisar el expediente. Las escuelas pueden cobrar por estas copias.

Padres o estudiantes aptos tienen el derecho de solicitar una modificación del registro que estime inexacto o equivoco. Si la escuela determina no modificar el registro, el padre o el estudiante apto tiene derecho a una audiencia en relación con la petición de modificación. Si la escuela decide no modificar el registro aun después de la audiencia, el padre o estudiante apto tiene el derecho de agregar una declaración con el registro, especificando su punto de vista acerca de la información debatida. Por lo general, las escuelas deben tener autorización por escrito del padre o estudiante apto para divulgar cualquier información del expediente de un estudiante. Sin embargo, FERPA le permite a la escuela divulgar estos expedientes, sin consentimiento a las siguientes partes o bajo las siguientes condiciones (34 CFR § 99.31):

- Funcionarios escolares con intereses educativos legítimos;
- Otras escuelas a las cuales el estudiante será transferido;
- Oficiales específicamente por propósitos de auditoria o evaluación;
- Partes apropiadas en conexión con ayuda financiera al estudiante;
- Compañías conduciendo ciertos estudios para o en nombre de la escuela;
- Organizaciones de Acreditación;
- Para cumplir con una orden judicial o una disposición legal;
- Oficiales apropiados en casos de emergencias de salud y seguridad; y
- Autoridades Locales y Estatales, dentro del sistema de justicia juvenil, de acuerdo a lo que la ley Estatal especifica.

Las escuelas pueden divulgar información del “directorio” sin consentimiento, como el nombre del estudiante, domicilio, número de teléfono, fecha y lugar de nacimiento, honores y premios, y fechas de asistencia. Sin embargo, las escuelas deben informar a los padres y estudiantes aptos acerca de la información del directorio y permitirles un periodo de tiempo razonable para solicitar que la escuela no divulgue esta información acerca de ellos. Las escuelas deben notificar a padres y estudiantes...
aptos acerca de sus derechos bajo FERPA anualmente. La manera específica de notificación (carta, boletín PTA, artículo de periódico, manual del estudiante) se deja a discreción de cada escuela.

Para información adicional o asistencia técnica, puede llamar a (202) 260-3887.

El nombre y dirección de la oficina que administra FERPA son:

Family Policy Compliance Office
U.S Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Comidas Gratuitas y a Precios Reducidos – CE 49510 et seq.  

Comidas gratuitas y a precios reducidos están disponibles en la escuela para los alumnos cuyos padres o tutores legales califiquen, basado en los ingresos anuales de la casa, y completen la aplicación requerida. Los formularios se pueden obtener a través de la oficina de la escuela.

Educación Para Alumnos en Hogares Adoptivos CE 488850 et seq.

Todos los alumnos en hogares adoptivos tienen derecho a grandes oportunidades de alcanzar los desafiantes estándares de rendimiento académico estudiantil estatal establecidos para todos los estudiantes. Ellos serán ubicados en los programas educacionales menos restrictivos y tendrán acceso a los mismos servicios y recursos académicos y actividades de enriquecimiento y extracurriculares disponibles para todos los alumnos. Todas las oficinas educacionales locales deben designar un intermediario educacional del hogar adoptivo. El intermediario actúa como abogado para todos los jóvenes en hogares adoptivos que residen dentro de su distrito, y garantiza que todo joven en un hogar adoptivo sea ubicado en una escuela adecuada, que se transfieran sus registros, y que sea inmediatamente inscrito en una escuela. La inscripción en una escuela no es inmediata al momento de recibir los registros médicos o académicos de un estudiante. Debido a que la estabilidad escolar es extremadamente importante para un niño que vive en un hogar adoptivo, se le permite permanecer en su escuela de origen, incluso si se cambia de hogar, por la duración del año escolar. Los estudiantes que cambian de escuela durante el año escolar pueden recibir crédito parcial por un trabajo satisfactoriamente completado. Si surge una disputa por la ubicación en una escuela de un niño en un hogar adoptivo, el estudiante tiene derecho a permanecer en su escuela de origen mientras espera la resolución de la disputa. Todas las oficinas educacionales locales deben tener un proceso de resolución de disputas en el lugar relacionado con la inscripción de un joven en un hogar de acogida dentro de su jurisdicción escolar. El intermediario local puede asistir a los padres o estudiantes en el proceso de resolución de disputa.

Uso Dañino o Destructivo de los Animales – CE 32255 et seq.

Cualquier alumno con objeción moral para desmembrar o de otra manera dañar o destruir un animal, o cualquier parte del mismo, deberá notificar a su maestro de la objeción. Las objeciones deben ser confirmadas por una nota escrita por el padre o tutor del estudiante.

Un alumno que decide no participar en un proyecto educacional que consiste en el uso dañino o destructivo de un animal puede recibir un proyecto educacional alternativo, si el maestro cree que hay un proyecto alternativo que es aceptable. El maestro tratará con el alumno para desarrollar y llegar a un acuerdo sobre un proyecto alternativo educacional para que el alumno pueda recibir el conocimiento, información o experiencia requerida por los estudios en cuestión.

Educación Para Niños y Jóvenes sin Hogar - 42 Código de los Estados Unidos 11432

Requiere que un intermediario del Distrito se asegure que los padres de niños y jóvenes sin hogar estén informados de oportunidades educacionales y relacionadas con la educación, disponibles para sus hijos y se les provean oportunidades significativas para participar en la educación de sus hijos.

La Ley Federal de Asistencia de Personas sin Hogar McKinney-Vento asegura las protecciones y derechos educacionales para niños y jóvenes sin hogar. Esto incluye a niños y jóvenes que viven con un amigo, familiar o alguien más porque la familia perdió su casa; niños y jóvenes que permanecen en un motel u hotel por falta de servicios alternativos adecuados; niños y jóvenes que viven en albergues temporales o de emergencia o albergues de protección contra violencia familiar; y niños y jóvenes que viven en automóviles, atracaderos, construcciones abandonadas en lugares públicos, etc. La política del Congreso es que los estudiantes sin hogar tengan acceso a la educación y otros servicios necesarios para garantizar que tengan
una oportunidad de alcanzar los mismos desafiantes estándares de rendimiento académico estudiantil estatal establecidos para todos los estudiantes. Los servicios ofrecidos a los estudiantes identificados sin hogar incluyen:

- Toda oficina educacional local designa una persona del personal que actúe como intermediario educacional para los estudiantes sin hogar.

Los estudiantes tienen la opción de permanecer en su escuela de origen en la medida de lo posible o ser transferidos a la escuela local en el área de asistencia actual si se cambian a una comunidad o dirección diferente. El padre/tutor determina qué escuela satisface mejor los intereses del niño.

- Los estudiantes son inscritos inmediatamente en la escuela aun si no tienen los documentos requeridos. El Intermediario puede solicitar los documentos necesarios a la escuela anterior o ayudar a programar las inmunizaciones requeridas.
- Se ofrecerá transporte a los estudiantes a y desde la escuela a solicitud de los padres.
- Se ofrecerá almuerzo de precio reducido o gratis a los estudiantes.
- Se ofrecerán los servicios del Titulo 1 a los estudiantes.
- Los distritos escolares establecerán un proceso de resolución de disputas para resolver desacuerdos entre padres y el distrito. Las familias sin hogar pueden contactar al Intermediario para solicitar ayuda para redactar el desacuerdo.

**Suspensión y Expulsión - CE 48900**

Un alumno no puede ser suspendido de la escuela ni se puede sugerir su expulsión a menos que el superintendente o director de la escuela determina que el alumno cometió un acto como se define de acuerdo a cualquier subdivisión desde (a) hasta (r), incluye:

(a) (1) Causar, o intentar causar, o amenazar con causar daño físico a otra persona; (2) Intencionalmente usar fuerza o violencia hacia otra persona, excepto en defensa-propia
(b) Poseer, vender, o de alguna otra manera suministrar un arma de fuego, cuchillo, explosivo, u otros objetos peligrosos, a menos en el caso de posesión de un objeto de este tipo, el alumno a obtenido permiso por escrito de poseer este objeto de un empleado escolar certificado, y esta de acuerdo con el Director de la escuela o el designado del Director.
(c) Ilegalmente poseer, usar, vender o de alguna manera suministrar, o estar bajo la influencia de, una sustancia controlada enlistada en el Capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y Seguridad, una bebida alcohólica, o un intoxicante de cualquier tipo.
(d) Ilegalmente ofrecer, organizar, o negociar para vender una sustancia controlada enlistada en el Capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y Seguridad, una bebida alcohólica, o un intoxicante de cualquier tipo, y haber vendido o entregado, o de alguna otra manera suministrado a otra persona otro líquido, sustancia, o material y representando el líquido, sustancia, o material como una sustancia controlada, bebida alcohólica, o intoxicante.
(e) Cometer o intentar cometer un robo o extorsión.
(f) Causar o intentar causar daño a propiedad escolar o privada.
(g) Robar o intentar robar propiedad escolar o privada.
(h) Poseer o usar tabaco, o productos conteniendo tabaco o productos con nicotina, incluyendo pero no limitados a, cigarrillos, cigarros, cigarros miniatura, cigarrillos de clavos, tabaco no fumable, tabaco en polvo, paquetes masticables, y betel.

Sin embargo, esta sección no prohíbe el uso o posesión de un alumno de sus productos prescritos propios.
(i) Cometer un acto obsceno o involucrarse en profanidad o vulgaridad habitualmente.
(j) Ilegalmente poseer o ilegalmente ofrecer, organizar, o negociar para vender parafernalia, como se define en la Sección 11014.5 del Código de Salud y Seguridad.
(k) Perturbar actividades escolares o de alguna otra manera desafiado intencionalmente la autoridad valida de supervisores, maestros, administradores, oficiales escolares, u otro personal escolar involucrado en el desempeño de sus funciones.
(l) Haber recibido propiedad escolar o privada a sabiendas que esta fue robada.
(m) Poseer una imitación de un arma de fuego. En esta sección usada como "imitación de un arma de fuego" significa una replicia de un arma de fuego que es tan substancialmente similar en las propiedades físicas de un arma de fuego existente que puede causar a una persona razonable asumir que la replicia es un arma de fuego.
(n) Cometer o intentar cometer un asalto sexual como se define en la Sección 261, 266c, 286, 288, 288a, o 289 del Código Penal o cometer una agresión sexual como se define en la Sección 243.4 del Código Penal.
(o) Molestar, amenazar, o intimidar un alumno quien es un testigo de queja, o un testigo en un procedimiento disciplinario escolar con el propósito de prevenir que el alumno atestigüe, o en venganza contra el alumno por ser testigo, o ambos.
(p) Ilegalmente ofrecer, organizar la venta, negociar la venta, o vender la droga prescrita Soma.
(q) Involucrarse o intentar involucrarse en novatadas. Por propósitos de esta subdivisión, “novatadas” significa un método de iniciación o preiniciación dentro de una organización o cuerpo de alumnos, sin importar si la organización esta reconocida por una institución educacional, que es probable que cause daño físico serio o degradación personal o deshonra resultando en daño físico o mental a un alumno antiguo, presente o prospecto. Para propósitos de esta subdivisión, “novatadas” no incluye eventos atléticos o eventos sancionados por la escuela.

(r) Involucrarse en un acto de intimidación, incluyendo, pero sin estar limitados a, intimidación cometida por medios electrónicos, como se define en las subdivisiones (f) y (g) de la Sección 32261, dirigido específicamente a un alumno o personal escolar.

(s) Un alumno no será suspendido o expulsado por ninguno de los actos enumerados en esta sección, a menos de que este acto sea relacionado a una actividad escolar o asistencia escolar ocurriendo dentro de una escuela bajo la jurisdicción de un superintendente del distrito escolar o director u ocurriendo dentro de cualquier otro distrito escolar. Un alumno podría ser suspendido o expulsado por actos que están enumerados en esta sección y relacionados con actividad escolar o asistencia que ocurre a cualquier hora, incluyendo, pero sin estar limitada a, una de las siguientes:

1. Mientras estando en el plantel escolar.
2. Al ir o de regreso a la escuela.
3. Durante el periodo de almuerzo estando o no en el plantel escolar.
4. Durante, o al ir o de regreso de una actividad patrocinada por la escuela.

(t) Un alumno que ayude o instigue, como se define en la Sección 31 del Código Penal, la imposición o intento de imponer daño físico a otra persona puede ser sujeto a suspensión pero no la expulsión, de acuerdo a esta sección, excepto si un alumno a sido sentenciado por una corte juvenil, o como un cómplice e instigador, un crimen de violencia física en el que la víctima sufrió gran o grave daño físico, deberá ser sujeto a la disciplina de acuerdo a la subdivisión (a).

(u) Utilizada en esta sección “propiedad escolar” incluye pero no se limita a, archivos electrónicos y bases de datos.

(v) Un superintendente del distrito escolar o director puede usar su discreción para proveer alternativas a suspensión o expulsión, incluyendo, pero sin estar limitadas a, consejería y un programa de manejo de ira, para un alumno sujeto a disciplina bajo esta sección.

(w) Es la intención de la legislatura que alternativas para la suspensión o expulsión sean impuestas al alumno quien esta ausente, tarde, o de alguna otra manera ausente de las actividades escolares.

Inmunizaciones – CE 49403 y 48216, Código de Salud y Seguridad 120335, 120365, y 120370

A menos que el padre o tutor legal del estudiante provea a la escuela con una exención aceptable firmada, un alumno debe ser inmunizado contra ciertas enfermedades transmisibles. Se prohíbe a los alumnos asistir a la escuela hasta que cumplan con los requisitos de inmunización. SCCOE cooperará con los oficiales locales de salud en las maneras necesarias para la prevención y control de las enfermedades transmisibles en los niños de edad escolar. El distrito puede usar cualquier fondo, propiedad, o personal y puede permitir a cualquier personal licenciado como un médico o enfermero registrado para administrar un agente de inmunización a cualquier alumno cuyo padre o tutor legal haya consentido por escrito.

Instrucción para los Alumnos con Discapacidades Temporales – CE 48206.3, 48207 y 48208

Un alumno con una discapacidad temporal que asiste a las clases regulares diurnas o al programa de educación alternativa en el cual el alumno está inscrito sea imposible o poco aconsejable deberá recibir enseñanza individualizada proporcionada en la casa del alumno por una hora al día.

Un alumno con discapacidades temporales, el cual está en un hospital u otro internado de salud, excluyendo un hospital estatal, se considerará haber cumplido con los requisitos de residencia para asistencia escolar en el distrito escolar en que está localizado el hospital.

Es la responsabilidad del padre o tutor notificar al distrito escolar en el que está hospitalizado el alumno con una discapacidad temporal. Al recibir la notificación, el distrito determinará dentro de cinco días hábiles si el alumno podrá recibir enseñanza individualizada de conformidad con el CE 48206.3 y, si la decisión es positiva, proveer la enseñanza dentro de cinco días hábiles.

Servicios Médicos y de Hospital – CE 49472

Servicios No Proveídos
La Oficina de Educación del Condado de Santa Clara no provee o pone a disposición los servicios médicos o de hospital para alumnos que se lastiman en accidentes relacionados con actividad o asistencia escolar.
Servicios Proveídos
La Oficina de Educación del Condado de Santa Clara proveerá o pondrá a disposición los servicios médicos o de hospital por medio de miembros de corporaciones no lucrativas, sufragando el costo de servicios médicos o de hospital, o por pólizas de grupo, exhaustivos o individuos de seguro contra accidentes o por pólizas de seguro de responsabilidad civil para lesiones a alumnos sugiriendo de accidentes relacionados con actividad o asistencia escolar. Ningún alumno es requerido aceptar tal servicio sin el consentimiento de su padre o tutor legal.

Régimen de Medicamento – CE 49480
El padre o tutor legal de cualquier alumno tomando medicamentos en forma regular debe informar a la enfermera escolar o director de la escuela del medicamento tomado, la dosis corriente, y el nombre del médico que lo está supervisando. Con el consentimiento del padre o tutor legal, la enfermera escolar puede comunicarse con el médico y puede aconsejar al personal escolar de los posibles efectos que la medicina puede causar al alumno.

Administración de Medicamentos Recetados para los Alumnos – CE 49423 y 49423.1
Cualquier alumno que está requerido tomar, durante el día escolar regular, medicamento recetado por un médico o cirujano, puede recibir ayuda de la enfermera o personal designado de la escuela o puede cargar e inyectarse con epinefrina auto-inyectable o medicamento inhalado para el asma si el distrito escolar recibe las instrucciones detalladas por escrito del médico del método, cantidad y la hora en la cual tal medicamento se toma.

Ley de Megan – Código Penal 290 et seq.
Se puede encontrar información acerca de los registros de ofensores sexuales en California en el sitio Web del Departamento de Justicia de California, http://meganslaw.ca.gov/. El sitio Web también proporciona información de cómo protegerse a sí mismo y a su familia, hechos acerca de los ofensores sexuales, fichero de preguntas frecuentes, y los requisitos de registración del ofensor sexual en California.

Horario de Días Mínimos y Días De Desarrollo Del Personal Sin Alumnos – CE 48980(c)
Se informará a los padres o tutores de todos los alumnos el horario de días mínimos y días de desarrollo del personal sin alumnos. Se les avisará al menos un mes antes del día mínimo o día de desarrollo del personal sin alumnos programado.

Informe De Niños Perdidos – CE 49370
Se requiere que personas especificadas, incluyendo maestros de escuela, administradores, auxiliares, trabajadores del patio de recreo y conductores de autobuses, informen sobre niños perdidos a una oficina policial en forma oportuna.

Declaración No Discriminatoria – CE 200 et seq.
La Oficina de Educación del Condado de Santa Clara se compromete a la igualdad de oportunidad para todos los individuos en la educación. Los programas y actividades del Distrito no discriminarán sobre el género, sexo, raza, color, religión, linaje, nacionalidad, identificación de grupo étnico, discapacidad mental o física, orientación sexual, o sobre la percepción de una o más de tales características. SCCOE asegura que por falta de habilidades en inglés no habrá barrera de admisión o participación en programas del Distrito. Quejas de discriminación ilegal serán investigadas a través del Proceso Uniforme para presentar Quejas. Tales quejas se deben presentar no más tarde de seis meses después de que el conocimiento de la discriminación supuesta sea obtenido por primera vez.

Para recibir un formulario de quejas o más información, comuníquese a:

SCCOE Chief Schools Officer
Student Services Branch
1290 Ridder Park Drive
San Jose, CA 95131
(408) 453-6560
Aviso de Escuelas Alternativas – CE 58501

La ley estatal de California autoriza a todos los distritos escolares proveer escuelas alternativas. El Código de Educación 58500 define una escuela alternativa como una escuela o grupo de clases separadas dentro de una escuela la cual opera de manera designada para:

(a) Maximizar la oportunidad de que los estudiantes desarrollen sus valores positivos independientes, iniciativa, amabilidad, espontaneidad, ingenio, valor, creatividad, responsabilidad, y alegría.
(b) Reconocer que el mejor aprendizaje ocurre cuando el alumno aprende por su deseo de aprender.
(c) Mantener una situación al máximo de aprendizaje de automotivación y apoyando al estudiante a que siga sus intereses y a su tiempo. Estos intereses tal vez sean concebidos por él/ella totalmente e independientemente o puede resultar en todo o en parte de una presentación de proyectos de aprendizajes seleccionados por sus maestros.
(d) Maximizar la oportunidad para que los maestros, padres, y estudiantes desarrollen cooperativamente el proceso de aprendizaje y la materia de la que se trata. Esta oportunidad será un proceso continuo y permanente.
(e) Maximizar la oportunidad para que los estudiantes, maestros, y padres reaccionen continuamente al mundo cambiante, incluyendo, pero no limitado a, la comunidad en la cual está localizada la escuela.

En caso de que algún padre, alumno o maestro esté interesado en más información sobre las escuelas alternativas, el superintendente de las escuelas, la oficina administrativa de este distrito, y la oficina del director de su área de asistencia, tienen copias de la ley disponible para su información. Esta ley particularmente autoriza a las personas interesadas en solicitar a la junta gobernante del distrito establecer programas de escuelas alternativas en cada distrito.

Productos Pesticidas – CE 17612

Para obtener una copia de todos los productos pesticidas y el uso esperado en establecimientos escolares de SCCOE durante el año, por favor comuníquese con Risk Management al (408) 453-6862. La notificación identificará los ingredientes activos en cada producto pesticida y la dirección del Internet sobre el uso y reducción de pesticida.

Examen Físico – CE 49451

Un padre o tutor puede presentar una declaración anualmente por escrito al director de la escuela, firmado por el padre o tutor legal, que no consentirá a exámenes físicos del alumno. Sin embargo, cuando exista una buena razón para creer que el alumno sufre de una enfermedad reconocida como contagiosa o infecciosa, se le deberá mandar a casa y no se le permitirá regresar hasta que las autoridades de la escuela estén convencidas de que ya no existe ninguna enfermedad contagiosa o infecciosa.

Daño a la Propiedad – CE 48904

Los padres o tutores podrían ser responsables financieramente si su hijo daña cualquier propiedad de la escuela o si falla en regresar propiedad prestada a su hijo. La escuela reserva el derecho de no otorgar calificaciones, diplomas y/o prueba de calificaciones hasta que la cuenta sea pagada.

Registros de los Alumnos – CE 49063 y 49069, Titulo 34 Código de Regulaciones Federales 99.7, 20 Código de los Estados Unidos 1232g

Un registro cumulativo, sea documentado por escritura, texto impreso, cinta, film, microfilm u otras maneras, debe mantenerse con la historia del desarrollo del alumno y el progreso educacional. SCCOE protegerá la privacidad de tales registros. Los padres/tutores legales tienen el derecho de 1) examinar y revisar el registro educacional del estudiante mantenido por la escuela, 2) solicitar que la escuela corrija los registros que creen que son inexactos o engañosos, y 3) tener algo de control sobre la revelación de información de los registros educacionales. Los oficiales escolares con interés legítimo educativo podrán conseguir acceso a los registros del estudiante sin el consentimiento del padre siempre que el oficial necesite revisar los registros para desempeñar su responsabilidad profesional. A la solicitud de oficiales de otro distrito escolar, en cual un estudiante busca o intenta matricularse, el SCCOE divulgará los registros educacionales sin el consentimiento del padre.
La solicitud del padre para conseguir acceso a los registros educacionales de su estudiante debe ser presentado en una forma escrita al director de la escuela y la escuela tendrá cinco (5) días hábiles del día en que la solicitud fue recibida para proporcionar acceso a los registros. Copias de los registros escolares están disponibles para los padres a un costo de no más de 10 centavos por página.

Cualquier recusación a los registros escolares debe ser presentada por escrito al director de la escuela. Un padre recusando los registros escolares debe mostrar que los registros son 1) inexactos, 2) una conclusión o inferencia personal no comprobada, 3) una conclusión o inferencia fuera de la competencia del observador, 4) no basados en la observación de una persona nombrada con la hora y lugar de la observación notada, 5) engañosos, o 6) en violación de la privacidad u otros derechos del estudiante.

Los padres tienen el derecho de presentar una queja con el Departamento de Educación de los Estados Unidos con respecto a una falta supuesta por el Distrito por no cumplir con las estipulaciones de la Ley de Derechos Educativos de la Familia y la Confidencialidad (conocida en inglés como FERPA), escribiendo a: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

**Reglamento Escolar - CE 35291**

Los distritos escolares pueden prescribir procedimientos para entregar información escrita a los alumnos permanentes y transferidos y a sus padres o tutores con respecto a los procedimientos y normas disciplinarias de la escuela.

**Plan de Seguridad Escolar – CE 32280 et seq.**

Cada plantel escolar de La Oficina de Educación del Condado de Santa Clara cuenta con un Plan de Seguridad Escolar, el cual incluye un plan completo de preparación para casos de desastres. En las oficinas de cada escuela se pueden obtener copias del plan.

**Procedimientos de Visita a la Escuela – CE 51101(a)(12) y Código Penal 627.6**

Los padres o tutores de alumnos inscritos en escuelas públicas tienen el derecho y deben tener la oportunidad, como apoyo mutuo y compañeros respetuosos en la educación de sus hijos, a ser informados con anticipación acerca de los reglamentos escolares, incluyendo los procedimientos de visita a la escuela.

CP 627.6: Requiere que las escuelas muestren una notificación en todas las entradas que especifique los requisitos de registración de los visitantes a la escuela, horario en que la registración de visitantes es requerida, lugar de registración, la ruta a tomar para ese lugar, y las penalidades por violar los requisitos de registración. La administración tiene la autoridad de dirigir a personas que no son alumnos a abandonar el plantel. Ningún desconocido deberá entrar o permanecer en un plantel escolar durante horas escolares sin haberse registrado con el director o su designado, excepto para proceder rápidamente a la oficina de la escuela con el propósito de registrarse.

**Educación de Sexo y del VIH/SIDA – CE 51938**

El propósito de la Salud Sexual Integral de California y la Ley de la Instrucción de Prevención de VIH/SIDA (Códigos de Educación 51930 hasta 51939) es para proporcionar a cada estudiante con el conocimiento y habilidades necesarias para proteger su salud sexual y reproductora contra el embarazo no deseado y las enfermedades de transmisión sexual.

La Oficina de Educación del Condado de Santa Clara proporcionará instrucción en la educación de la salud sexual integral, instrucción de prevención de VIH/SIDA, y/o realizarán una encuesta sobre los hábitos y riesgos de salud de los alumnos en el año escolar que viene.

Los padres o tutores podrán:

1. Examinar los materiales educacionales escritos y audiovisuales usados en la educación de salud sexual integral y prevención de VIH/SIDA
2. Solicitar por escrito que su hijo no reciba la educación de salud sexual integral y prevención de VIH/SIDA
3. Pedir un copia de los Códigos de Educación 51930 hasta 51939
4. Ponerse a corriente si la educación de salud sexual integral y prevención de VIH/SIDA serán enseñados por personal del distrito o consultores independientes
5. Cuando el distrito elige usar consultores independientes o realizar una reunión general con oradores invitados para enseñar la educación de salud sexual integral y prevención de VIH/SIDA, ponerse a corriente de:
   a. La fecha de la enseñanza
   b. El nombre de la organización o afiliación de cada orador invitado

La Oficina de Educación del Condado de Santa Clara puede administrar a los estudiantes en grados 7 a 12 estudios e instrumentos de evaluación anónimos, voluntarios, y confidenciales, incluyendo pruebas y encuestas, con preguntas apropiadas de acuerdo a la edad sobre sus actitudes o prácticas relacionadas al sexo. Antes de administrar tal instrumento de investigación y evaluación, los padres/tutores serán proporcionados con notificación escrita de la administración. Les darán a los padres/tutores una oportunidad para revisar el instrumento de investigación y para solicitar por escrito que su hijo no participe.

Acoso Sexual – CE 48980(g)

Es la política de La Oficina de Educación del Condado de Santa Clara y el Consejo de Educación de mantener un ambiente de aprendizaje y de trabajo libre de acoso sexual. El acoso sexual es una forma de discriminación bajo el Título IX de las Enmiendas de Derechos Civiles de Educación Acto de 1972 y es prohibido por ambas leyes federales y estatales. Por lo tanto, el Consejo de Educación del Condado de Santa Clara prohíbe el acoso sexual en todas las escuelas y planteles dentro de la organización. SCCOE reconoce el acoso sexual como inapropiado, inmoral, ilegal, y dichas acciones no serán toleradas. Esta póliza se implementa para informar alumnos, personal y padres acerca de lo que es el acoso sexual y los procedimientos que a seguir por SCCOE al recibir una alegación de acoso sexual.

La política de SCCOE sobre acoso sexual pretende ser una medida preventiva de protección contra el acoso sexual antes de que ocurra. El término “acoso sexual” significa acoso sexual en el mas amplio significado de ese término en el uso legal y popular actual. El acoso sexual es un comportamiento deliberado y/o sexual repetido o basado en sexo que no es bienvenido ni solicitado.

El Código de Educación de California especifica que se puede suspender a un alumno de la escuela o que se puede sugerir su expulsión si el superintendente o director de la escuela en que el alumno esta inscrito determina que este cometió acoso sexual. Los programas educacionales de SCCOE pueden suspender y/o transferir a los alumnos de regreso a su distrito escolar local. Esta política no aplica para los alumnos inscritos en kindergarten y los grados de primero a tercero.

A. Para los propósitos de esta política, la conducta debe ser considerada por una persona sensata del mismo genero que la victim a lo suficientemente grave o penetrante para crear un ambiente educacional intimidante, hostil u ofensivo o tener un impacto negativo sobre el rendimiento académico de la persona.
B. Los maestros y otros empleados de la escuela deben discutir esta política con los estudiantes en forma adecuada a su edad y asegurarse que no deban tolerar ninguna forma de acoso sexual.
C. Todo alumno que siente que ha sido víctima de acoso sexual por parte de un empleado, estudiante o voluntario de SCCOE como se define en esta política y reglamento administrativo debe informar inmediatamente el hecho a cualquier oficial de la escuela de asistencia. La persona que recibe la demanda debe informar inmediatamente el hecho a un administrador de la escuela, y se iniciara una investigación de la demanda.
D. Se espera que todo miembro del personal que tenga conocimiento de una conducta de los estudiantes, voluntarios, empleados de SCCOE u otras personas de la comunidad escolar que pueda constituir acoso sexual, reporte inmediatamente esta conducta a un administrador de la escuela a la que asiste el estudiante.
E. Toda demanda por acoso sexual será investigada oportunamente y de manera que respete la privacidad de todas las partes involucradas. Todas las demandas se tomaran en serio y se mantendrán la en confidencialidad como corresponde. No habrá represalias de ninguna forma contra ningún demandante o participante en el proceso de demanda.
F. Todos los empleados y alumnos serán notificados de esta política del Consejo en forma periódica.
G. Para promover un ambiente libre de acoso sexual, el administrador o representante de la escuela entregara capacitación al personal y se asegurara de que los estudiantes sean notificados.
Se puede apelar una decisión de SCCOE en el tribunal mediante recursos civiles legales. Los demandantes deben consultar un abogado para mayor información.
Contacte al director de la escuela si tiene alguna pregunta o desea información adicional.

**Conducta del Estudiante – CE 51100**

**Responsabilidades de los Alumnos – Título 5 Código de Regulaciones de California 300**
Los alumnos se someterán a los reglamentos escolares, obedecerán todas las instrucciones, serán diligente en el estudio y respetuosos a los maestros u otros que tienen autoridad, y se abstendrán de usar lenguaje blasfemo y vulgar.

**Jurisdicción – CE 44807**
El profesorado se encargará de que los alumnos sean responsables en su conducta al ir y venir de la escuela, en el patio de recreo, o durante el descanso.

**Violaciones que Obligan Expulsión – CE 48915**
Las escuelas suspenderán inmediatamente y recomendarán la expulsión de los estudiantes que cometen cualquiera de los siguientes actos en la escuela o en una actividad escolar fuera del plantel escolar:
1. Poseer, vender, o de otra manera equipar un arma de fuego.
2. Blandear un cuchillo a otra persona.
3. Vender ilegalmente una sustancia controlada.
4. Cometer o intentar cometer un asalto sexual.
5. Posesión de un explosivo.
La mesa directiva ordenará la expulsión del estudiante al encontrar que el estudiante cometió el acto.

**Ropa de Protección Solar y Pantalla Solar - CE 35183.5**
Cada escuela permitirá el uso afuera durante la jornada escolar, de prendas de vestir de protección solar, incluyendo pero sin limitarse a sombreros. Las escuelas también permitirán a los alumnos el uso de pantalla solar durante la jornada escolar sin prescripción o notificación de un medico.

**Encuestas – CE 51513**
Los estudios e instrumentos de evaluación anónimos, voluntarios y confidenciales para medir los hábitos y riesgos de salud del estudiante, incluyendo pruebas, cuestionarios, y encuestas con preguntas apropriadas de acuerdo a la edad sobre las actitudes y prácticas del estudiante relacionadas a sexo, vida doméstica, moralidad, y religión se pueden administrar a los estudiantes si se le notifica por escrito al padre que 1) esta prueba, cuestionario, o encuesta será administrada, 2) el padre del estudiante tiene la oportunidad de revisar la prueba, cuestionario, o encuesta, y 3) el padre consiente por escrito.

**Campus Libre de Tabaco – Secciones 104420 y 104495 del Código de Salud y Seguridad**
Según la ley federal y estatal, se prohíbe fumar en todos los vehículos e instalaciones de la SCCOE (Santa Clara County Office of Education, Oficina de Educación del Condado de Santa Clara).
Todos los distritos escolares y oficinas de educación del condado que reciben fondos del Tobacco Use and Prevention Education (TUPE) (Educación de Prevención y Uso de Tabaco) deben adoptar y hacer cumplir una política de un campus libre de tabaco, comunicar esta política al personal de la escuela, padres, alumnos y comunidad, y publicar avisos que digan “se prohíbe el uso del tabaco” en todas las entradas de la escuela.
Según el Código de Salud y Seguridad Sección 104495, se prohíbe fumar o usar productos relacionados con tabaco y eliminar productos de deshecho relacionados con tabaco a 25 pies de un patio de escuela, excepto en una acera pública ubicada a 25 pies del patio.

**Norma y Procedimiento Uniforme para Presentar Quejas – 5 Código de Regulaciones Federales 4622, CE 32289**
La Oficina de Educación del Condado de Santa Clara (SCCOE) utilizará los procedimientos uniformes de quejas para resolver cualquier queja alegando discriminación ilegal, acoso, intimidación o acoso en los programas y actividades de SCCOE base a las características reales o percibidas de raza u origen étnico, color, ascendencia, nacionalidad, origen nacional, grupo étnico, edad, religión, estado civil o de paternidad, incapacidad física o mental, sexo, orientación sexual, género, identidad de género, expresión de género, o la información genética, o cualquier otra característica identificada en el
Código de Educación 200 o 220, Código Penal 422.55, o Código de Gobierno 11135, o en base a la asociación con una persona o grupo con una o más de estas características reales o percibidas. Los procedimientos uniformes para presentar quejas también se utilizarán cuando están abordando quejas alegando falta de cumplir con la prohibición de exigir a los estudiantes que pague cuotas, depósitos, u otras cargas para la participación en las actividades educativas, los requisitos para el desarrollo y aprobación de un plan de seguridad escolar, leyes estatales y/o federales en educación para adultos, programas de ayuda categórica consolidada, educación para estudiantes migrantes, educación de formación profesional, programas de cuidado de los menores y de desarrollo, programas de nutrición infantil y programas de educación especial. Se debe presentar una queja no más que seis meses del día que el denunciante obtiene por primera vez el conocimiento de la preocupación. Estos procedimientos uniformes requieren que el querellante presente una queja escrita a David Simmons, Director de Recursos Humanos, SCCOE, quien coordinará una investigación y respuesta dentro de 60 días al recibo de la queja escrita, a menos que el denunciante esté de acuerdo por escrito con prolongar la fecha tope. Un denunciante puede apelar la decisión del Distrito al Departamento de Educación de California (conocido en inglés como CDE) presentando una apelación escrita dentro de 15 días después de haber recibido la decisión del Distrito. El CDE puede intervenir directamente en la queja sin esperar para la acción tomada por el distrito cuando existe una de las condiciones descritas en 5 CRC 4650, incluyendo casos donde el distrito no ha tomado acción dentro de los 60 días del día que la queja fue presentada al distrito. Si encuentra que un distrito ha violado una ley y/o reglamento Estatal o Federal, y el distrito no toma la acción necesaria para corregirse, hay varios remedios civiles a los que puede recurrir. Comuníquese con David Simmons, Director de Recursos Humanos, SCCOE, al (805) 383-1910 para más información o asistencia.

**Víctima de un Crimen Violento – 20 Código de los Estados Unidos 7912a**

Un estudiante que llega a ser víctima de una ofensa criminal violenta mientras está en el plantel de la escuela a que el estudiante asiste, tiene el derecho de trasladarse a otra escuela dentro del distrito. El Distrito tiene catorce días para ofrecer al estudiante la opción para trasladarse. Para más información, por favor comuníquese con Dr. Roger Rice, SCCOE Superintendente Asociado de Servicios Estudiantiles al, (805) 383-1920.

**Caminar o Ir en Bicicleta a la Escuela – Código Civil 21212**

Ninguna persona menor de 18 años de edad puede manejar una bicicleta, escúter no motorizado, monopatín o llevar patines de ruedas, ni puede ir como pasajero en una bicicleta, escúter no motorizado, o monopatín en una calle, un carril de bicicletas, o en cualquier otro camino o pista a menos que la persona lleve un casco para ciclistas que esté entallado y abrochado bien lo cual cumple con las normas especificadas.

**Williams Complaint Policy & Procedure – CE 35186**

Cada escuela debe proporcionar suficientes textos y materiales educativos. Cada estudiante, incluyendo los aprendices de inglés, deberá tener textos o materiales educativos, o los dos, para usarlos en la casa o para usarlos después de la escuela. Las instalaciones de la escuela deberán estar limpias, seguras y mantenidas en buenas condiciones. No deben de haber posiciones vacantes o maestros enseñando fuera de sus áreas autorizadas. Si una escuela es encontrada con deficiencias en cualquiera de estas áreas, y la escuela no toma acción correctiva, entonces un formulario de queja deberá ser obtenido en la oficina de la escuela y/o en línea en el área de Servicios Estudiantiles, SCCOE de la página Web www.SCCOE.org. Padres, estudiantes, maestros o cualquier miembro del público pueden entregar una queja sobre cualquiera de estos asuntos. Sin embargo, está muy recomendado que los individuos expresen sus preocupaciones al director de la escuela antes de completar los formularios de queja para que la escuela pueda tomar acción a estas preocupaciones.
Career Counseling and Course Selection – EC 221.5(d)

Commencing in grade 7, school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil’s gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

Entrance Health Screening – Health & Safety Codes 124085, 124100, 124105 and 120475

State law requires that the parent or legal guardian of each pupil provide the school documentary proof that the pupil has received a health screening examination by a doctor within 90 days after entrance to first grade. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available through the local health department.

Oral Health Assessment – EC 49452.8

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil’s first school year.

School Bus Safety – EC 39831.5

All pupils in pre-kindergarten, kindergarten and grades 1 to 6, shall receive written information on school bus safety (i.e., a list of school bus stops near each pupil’s home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops). Prior to departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Access by Military Recruiters – 20 United States Code 7908

Federal law requires school districts to provide military recruiters the same access to secondary school pupils as is provided to post secondary educational institutions or to prospective employers. Parents may request that SCCOE not release their pupil’s name, address and telephone number without prior written consent. Written notice must be submitted to the school if the parent or legal guardian wishes to deny access to this information.

Advanced Placement and International Baccalaureate Exam Fees – EC 52244

Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees or the International Baccalaureate examination fees, or both.

Algebra I Graduation Requirement

Prior to receiving a diploma of graduation from high school, pupils shall successfully complete at least one course or a combination of two courses which shall meet or exceed the rigor of the content standards for Algebra I, as adopted by the State Board of Education pursuant to Section 60605.
NOTIFICACIONES ADICIONALES PARA ESCUELAS PRIMARIAS & SECUNDARIAS SOLAMENTE

Consejo de Profesión y Selección de Curso – CE 221.5(d)

Empezando desde el grado 7, personal de la escuela asistirá a los alumnos con la selección de curso o el consejo de profesión, investigando la posibilidad de carreras, o cursos que llevan a carreras basados en el interés y la habilidad del alumno y no en el género del alumno. Los padres y tutores legales serán notificados para que puedan participar en tales sesiones de consejo y decisiones.

Evalúación de Salud de Ingreso – Código de Salud y Seguridad 124085, 124100, 124105, y 120475

La ley estatal requiere que el padre o tutor legal de cada alumno provea a la escuela documentación que compruebe que el alumno ha recibido un reconocimiento de salud por parte de un médico dentro de 90 días después de la matriculación al primer grado. Los alumnos pueden ser excluidos de la escuela hasta un máximo de 5 días por dejando de cumplir o por no haber proveído una exención. El reconocimiento de salud gratis está disponible a través del departamento de salud local.

Evaluación de la Salud Oral – CE 49452.8

Documento de una evaluación dental realizada por parte de una dentista profesional se requiere de todos los alumnos en el kindergarten y el primer grado asistiendo a la escuela pública por la primera vez. Las evaluaciones dentales deben ser realizadas dentro de los 12 meses antes del ingreso o antes del 31 de mayo del primer año escolar del alumno.

Seguridad en el Autobús Escolar – CE 39831.5

Todos los alumnos preescolar, kindergarten y de los grados 1 a 6, recibirán información escrita referente a la seguridad en el autobús escolar (esto es una lista de paradas del autobús escolar cerca de la casa de cada alumno, reglas generales de conducta en las zonas en las cuales se aborda el autobús escolar, instrucciones para cruzar con semáforo en rojo, zona de peligro para el autobús escolar, y el caminar hacia y desde las paradas del autobús escolar). Antes de salir en una excursión escolar, todos los alumnos viajando en un autobús escolar o un autobús para la actividad escolar recibirán instrucciones de seguridad que incluye, pero no se limita a, la localización de las salidas de emergencia, y la localización y uso de las herramientas de emergencia. La instrucción también podrá incluir las responsabilidades de los pasajeros que estén sentados al lado de una salida de emergencia.

NOTIFICACIONES ADICIONALES ESCUELAS PREPARATORIAS SOLAMENTE

Acceso por los Reclutadores Militares – 20 Código de los Estados Unidos 7908

La ley federal requiere que el distrito escolar proporcione a los reclutadores militares con el mismo acceso a los alumnos de la preparatoria que esté proporcionado a las instituciones de aprendizaje superior o a empleadores posibles. Los padres podrán solicitar que el distrito no divulgue el nombre, domicilio y número de teléfono de su alumno sin consentimiento escrito anterior. La notificación escrita debe ser presentada a la escuela si el padre o tutor legal quiere denegar acceso a esta información.

El Costo para el Examen de Cursos Avanzados y del Bachillerato Internacional – CE 52244

Los alumnos elegibles de la preparatoria podrán recibir ayuda económica para cubrir el costo de los exámenes de cursos avanzados o del Bachillerato Internacional, o ambos.

Requisito de Graduación de Algebra I

Antes de recibir un diploma de graduación de educación preparatoria, los alumnos deben completar satisfactoriamente al menos un curso o una combinación de dos cursos que satisfagan o excedan el rigor de los estándares de contenido de Algebra I, como lo estableció el Consejo de Educación Estatal según la Sección 60605.
Examen de Egreso de la Preparatoria de California – CE 60850 y 37254

Cada alumno que complete el grado 12 debe pasar exitosamente el Examen de Egreso de la Preparatoria de California (conocida en inglés como CAHSEE) como una condición de graduación. Cada alumno tomará el examen comenzando en el grado 10 y podrá tomar el examen cada vez que se administre subsecuentemente hasta que el/ella lo pase. Un alumno con un Programa de Educación Individualizado (conocida en inglés como IEP) o Plan de la Sección 504 podrá tomar el CAHSEE con acomodaciones que no modifique en lo fundamental la naturaleza de la prueba.

La prueba CAHSEE consiste de dos partes: Ingles y Matemáticas. Para pasar exitosamente el examen CAHSEE, se requiere una puntuación de 350 o más en cada parte. Alumnos no necesitan pasar ambas partes del CAHSEE durante la misma administración para satisfacer el requisito de CAHSEE. Para ciertos estudiantes con discapacidades, una abdicación del requisito CAHSEE puede ser disponible.

Se les requiere a los distritos escolares proveer instrucción adicional para asistir alumnos quienes no pasan el examen. Alumnos incluyendo aprendices de Ingles, quienes no han pasado el examen una o ambas partes del CAHSEE al final del grado doce, tienen derecho a recibir instrucción intensiva y servicios hasta dos años consecutivos después de completar el grado doce o hasta que pasen ambas partes del CAHSEE, la que se presente primero.


La agenda para el examen CAHSEE para el año escolar 2013-2014 esta desplegado en la página Web de CDE CAHSEE en http://www.cde.ca.gov/ta/tg/hs/admin.asp. La Oficina de Educación del Condado de Santa Clara selecciona las fechas de examen de esta agenda.

La Oficina de Educación del Condado de Santa Clara administra el examen tres veces por año escolar de acuerdo al formato siguiente. Grados 11 y 12 en octubre; grados 10, 11 y 12 en febrero (este es el censo del grado 10, el cual es considerado para AYP); pruebas para alumnos de grado 10 que estuvieron ausentes y alumnos que fueron transferidos a SCCOE de un distrito que no administra las pruebas en febrero; y el grado 12 en mayo.

Padres y tutores deben dirigir sus preguntas al director de la escuela de su hijo.

Examen de Suficiencia de la Escuela Preparatoria de California – 5 Código de Regulaciones de California 11523

El Examen de Suficiencia de la Escuela Preparatoria de California (conocida en inglés como CHSPE) es un examen voluntario que evalúa la competencia en las habilidades básicas en lectura, escritura, y matemáticas enseñadas en las escuelas públicas. A los alumnos elegibles quienes aprueben el CHSPE se les otorgará un Certificado de Suficiencia expedido por la Mesa Directiva Estatal de la Educación. Un alumno quien reciba un Certificado de Suficiencia puede, con aprobación verificada del padre o tutor legal, dejar de asistir la preparatoria tempranamente. El Certificado de Suficiencia, sin embargo, no es equivalente a completar todos los cursos requeridos para graduación regular de la preparatoria. Para más información, incluyendo las fechas de administración e inscripción, visite al sitio Web: http://www.chspe.net/espanol/.

Consejo de Profesión y Selección de Curso – CE 221.5(d)

Empezando desde el grado 7, personal de la escuela asistirá a los alumnos con la selección de curso o el consejo de profesión, investigando la posibilidad de carreras, o cursos que llevan a carreras basados en el interés y la habilidad del alumno y no en el género del alumno. Los padres y tutores legales serán notificados para que puedan participar en tales sesiones de consejo y decisiones.

Enseñanza Superior y Educación de Carreras Técnicas - EC 51229

La sección 51229 del Código de Educación requiere que la notificación anual incluya una notificación de una página escrita para los padres o tutores de los grados 9 a 12 que incluya información sobre los requisitos de admisión para Colegios y educación superior.

El estado de California ofrece colegios comunitarios, Universidades Estatales de California (CSU), y Universidades de California (UC) para alumnos que desean continuar con su educación después de la preparatoria.
Para poder asistir a un colegio comunitario, solamente necesita estar graduado de la preparatoria o tener 18 años de edad. Para poder asistir a una Universidad (CSU) necesita haber tomado cursos específicos en la preparatoria, tener las calificaciones y resultados de pruebas apropiados, y haberse graduado de la preparatoria. Los resultados de las pruebas no se requieren si su GPA es de 3.0 o más alto. Para poder asistir a una Universidad (UC) necesita satisfacer los requisitos de cursos, GPA, y resultados de pruebas, o clasificar en el cuarto porcentaje más alto en una preparatoria participante, o calificar a través de la prueba solamente. Usted se podría transferir a una CSU o UC después de haber asistido un colegio comunitario.

Para más información acerca de los requisitos de admisión para los colegios, por favor refiérase a las siguientes páginas Web:

www.ccco.edu – Este es el sitio oficial del sistema de Colegios Comunitarios de California. Ofrece enlaces a todos los Colegios Comunitarios de California.

www.assist.org – Este sitio interactivo ofrece asistencia a alumnos que planean transferirse de un Colegio Comunitario de California a una CSU o UC.

www.csumentor.edu – Este sitio extensivo ofrece asistencia a alumnos y sus familias en el sistema de CSU, incluyendo la capacidad de someter su solicitud en línea, y enlaces a todos los planteles CSU.

www.universityofcalifornia.edu – Este sitio Web masivo ofrece información acerca de admisiones, solicitudes en línea, y enlaces a todos los planteles UC.

Alumnos pueden también explorar opciones de carreras a través de educación técnica. Estos son programas y cursos ofrecidos por escuelas que se enfocan en preparación de carrera y/o preparación de trabajo. Estos programas y cursos son integrados con los cursos académicos y apoyan el logro académico. Alumnos pueden aprender más acerca de carreras técnicas al referirse a la siguiente página Web: www.cde.ca.gov/ds/si/rp.

Alumnos pueden reunirse con el director de su escuela y/o consejero escolar, para escoger cursos en su escuela que satisfagan los requisitos de admisión para colegios, o matricularse en cursos de carreras técnicas o ambos.
2014-15 Declaración de Recibo y Revisión

Querido Padre/Tutor:

La Oficina de Educación del Condado de Santa Clara se le requiere notificar anualmente a los padres y tutores de los derechos y responsabilidades de acuerdo con el Código de Educación 48980.

Si tiene preguntas, o si le gustaría revisar documentos específicos mencionados en esta notificación, por favor comuníquese con el director de la escuela de su hijo. El o ella podrán darle información más detallada y asistirle en obtener copias de los materiales que desea revisar.

Por favor complete la “Declaración de Recibo y Revisión” por favor complete la forma al final de la pagina, y devuélvala a la escuela de su hijo.

Declaración de Recibo y Revisión

De acuerdo al Código de Educación 48982, el padre/tutor deberá firmar esta notificación y devolverla a la escuela. Firma de la notificación es una declaración por el padre o tutor de que el o ella a sido informado de sus derechos pero no necesariamente indican haber dado o negado el consentimiento de participar in algún programa o actividad en particular.

Nombre del Alumno:___________________________________________

Escuela: ____________________________ Grado: ___________________

Nombre del Padre/Tutor: ________________________________________

Domicilio:___________________________________________________________________________

____________________________________________________________________________________

Número de Teléfono: __________________________________________________________________

____________________________________________________________________________________

Firma del Padre/Tutor (si el alumno es menor de 18 años)                                         Firma del Alumno (si el alumno es mayor de 18 años)
School Parent Compact

The school and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California’s high academic standards.

This School-Parent Compact is in effect during the 2014-2015 school year.

School Responsibilities
The school will support children’s learning in the following ways:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the state of California’s student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement.
3. Provide parents reasonable access to staff.
4. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.

Parents Responsibilities
We, as parents, will support our children’s learning in the following ways:

1. Monitor attendance
2. Support child’s efforts to complete homework
3. Promote positive use of child’s out of school time

Student Responsibilities
We, as students, will support academic achievement through the following activities:

1. Do homework as assigned.
2. Ask for help when I need it.

Student Signature ___________________________ Date __________

Parent/Guardian Signature ___________________________ Date __________

Director Signature ___________________________ Date __________
Nombre de la escuela: County Community School

Convenio entre Escuela y Padres

La escuela y los padres de los estudiantes convienen que este convenio delinea como los padres, todo el personal escolar, y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico del estudiante y los medios por los cuales la escuela y los padres van a crear y desarrollar una sociedad que le ayude a los niños a lograr los altos estándares académicos del Estado de California.

Este Convenio Entre Escuela y padres está en efecto durante el año escolar 2014-2015.

Responsabilidades de la Escuela

La escuela apoyará el aprendizaje de nuestros niños en las formas siguientes:

1. Proveer un currículo e instrucción de alta calidad en un ambiente de aprendizaje que provea apoyo y sea efectivo que le permita a los estudiantes participantes satisfacer los estándares de rendimiento del Estado de California.
2. Llevar a cabo conferencias entre padres-maestros durante las cuales se discutirá éste convenio en lo que se relaciona con el rendimiento individual del niño.
3. Proveer a los padres con un acceso razonable a los maestros.
4. Proveer a los padres con oportunidades para ser voluntarios y participar en la clase de su hijo, y observar las actividades del salón.

Responsabilidad de los Padres

Nosotros, como padres, apoyaremos el aprendizaje de nuestros niños en las formas siguientes:

1. Monitorear asistencia
2. Apoyar que la tarea esté completa
3. Promover el uso positivo del tiempo fuera de clases.

Responsabilidades del Estudiante

Nosotros, como estudiantes, compartiremos la responsabilidad de mejorar el rendimiento académico en las formas siguientes:

1. Hacer la tarea asignada
2. Pedir ayuda cuando lo necesite

_________  
Student Signature  
Date

_________  
Parent/Guardian Signature  
Date

_________  
Director Signature  
Date
**California Assessment of Student Performance and Progress (CAASPP)**

What is the CAASPP system?
The CAASPP system is the new student assessment system for California’s schools. It will initially include the following assessments:

- English-language Arts (ELA)
- Mathematics
- Science

How will the CAASPP system benefit California?
It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

What are the Smarter Balanced Tests?
The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

Why are the results of the 2013-14 Smarter Balanced Tests not reported?
The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

Why is the 2014 Growth API not reported on the 2013-14 SQS?
The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

Where can I find more information on the CAASPP system?
Please visit the following CDE web page for more information about the CAASPP system: [http://www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/)

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### California’s Academic Performance Index (API)

<table>
<thead>
<tr>
<th></th>
<th>2013 Growth API</th>
<th>Growth from Prior to Current Year</th>
<th>Met Schoolwide Growth Target</th>
<th>All Student Groups Met Target</th>
<th>2013 Growth API State Rank</th>
<th>2013 Growth API Similar Schools Rank</th>
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<td><strong>API Subgroup Performance - 2013 API Growth</strong></td>
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<td>English Learners</td>
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<td></td>
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</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
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<td>11</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
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</tr>
</tbody>
</table>

CHART LEGEND:
- **SCHOOL**
- **DISTRICT**
- **STATE**

CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

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**2013-14 Enrollment by Race/Ethnicity**

**2013-14 Subgroup Enrollment**

- English Learners: 24%
- Socioeconomically Disadvantaged: 84%
- Students with Disabilities: 14%

**Percentage of Students Redesignated to Fluent-English Proficient**

+ No Data Available
**2013-14 School Quality Snapshot**

**County Community**
Santa Clara County Office of Education
1290 Ridder Park Dr., MC213, San Jose, CA 95131

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**CST Science Results (percent proficient and above)**

**Percentage of 2012-13 Graduates Meeting University of California “a-g” Requirements**

**2012-13 Average SAT Score**
No Data Available

**Percentage of English Learners Making Progress in Learning English**

**Cohort Graduation Rate**

**CAHSEE English-Language Arts Grade 10 Passing Rate**

**Percentage of Students in the Healthy Fitness Zone in 2012-13**

**2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students**

**CAHSEE Mathematics Grade 10 Passing Rate**

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**Chart Legend:**
- **SCHOOL**
- **DISTRICT**
- **STATE**

* Only four years of data are available

CAHSEE: CA High School Exit Examination
CST: CA Standards Test

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**Tom Torlakson**
State Superintendent of Public Instruction

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2013-14 School Quality Snapshot
Santa Clara County Court Schools
Santa Clara County Office of Education
1290 Ridder Park Dr., MC213, San Jose, CA 95131

Grades Offered: K - 12
Enrollment: 154
Charter: No
Title I Funded: Yes
CDS Code: 43-10439-4330254

CHART LEGEND:
- SCHOOL
- DISTRICT
- STATE

- CST Science Results
  (percent proficient and above)

- Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements

- 2012-13 Average SAT Score
  No Data Available

- Percentage of English Learners Making Progress in Learning English

- Cohort Graduation Rate*

- CAHSEE English-Language Arts
  Grade 10 Passing Rate

- Percentage of Students in the Healthy Fitness Zone in 2012-13

- 2012-13 Suspensions and Expulsions
  as a Percentage of Enrolled Students

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Tom Torlakson
State Superintendent of Public Instruction

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2013-14 School Quality Snapshot
Santa Clara County Special Education
Santa Clara County Office of Education
1290 Ridder Park Dr., MC271, San Jose, CA 95131

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<tr>
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<tbody>
<tr>
<td>Growth from Prior to Current Year</td>
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<tr>
<td>Met Schoolwide Growth Target</td>
<td>All Student Groups Met Target</td>
</tr>
<tr>
<td>2013 Growth API State Rank</td>
<td>2013 Growth API Similar Schools Rank</td>
</tr>
</tbody>
</table>

API Subgroup Performance - 2013 API Growth

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Met Target</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American or Black</td>
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<td>--</td>
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<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
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<tr>
<td>Students with Disabilities</td>
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</tr>
</tbody>
</table>

Green = Student group met target
Red = Student group did not meet target
Blue = Student group is not numerically significant
-- = Not enough students to report

CHART LEGEND:

SCHOOL DISTRICT STATE

CDS: County-district-school
School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

Tom Torlakson
State Superintendent of Public Instruction

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- SCHOOL
- DISTRICT
- STATE

* Only four years of data are available

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Students

BP 5141.4(a)

CHILD ABUSE PREVENTION AND REPORTING

Child Abuse Prevention

The Santa Clara County Board of Education recognizes the SCCOE responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The SCCOE instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. 6143 - Courses of Study)

The Santa Clara County Superintendent of Schools or designee shall seek to incorporate community resources into the SCCOE child abuse prevention programs. To the extent feasible, the County Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The County Board recognizes that child abuse has severe consequences and that the Santa Clara County Office of Education has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The County Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Adult Protective Services must be notified for students who are over 18 years of age. In addition, adult protective services must be notified of suspected abuse toward SCCOE students with disabilities who are 18 – 22 years of age.

Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The County Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.
CHILD ABUSE PREVENTION AND REPORTING  (continued)

In the event that training is not provided to mandated reporters, the County Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Legal Reference:

EDUCATION CODE
32280-32288 Comprehensive school safety plans
33308.1 Guidelines on procedure for filing child abuse complaints
44690-44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning conduct of students
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51220.5 Parenting skills education

PENAL CODE
152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.4 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE
15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5
4650 Filing complaints with CDE, special education students

Management Resources:

CDE LEGAL ADVISORIES
0514.93 Guidelines for parents to report suspected child abuse

WEB SITES
California Attorney General's Office, Crime and Violence Prevention Center:  http://safestate.org
California Department of Education, Safe Schools:  http://www.cde.ca.gov/ss/ss
California Department of Social Services, Children and Family Services Division:  http://www.childsworld.ca.gov

Policy adopted: SANTA CLARA COUNTY OFFICE OF EDUCATION
San Jose, California
Students

AR 5141.4(a)

CHILD ABUSE PREVENTION AND REPORTING

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

(cf. 5144 - Discipline)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)
CHILD ABUSE PREVENTION AND REPORTING (continued)

*Mandated reporters* include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; SCCOE police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

*Reasonable suspicion* means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

**Reportable Offenses**

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any person shall notify a law enforcement agency if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

**Responsibility for Reporting**

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)
CHILD ABUSE PREVENTION AND REPORTING (continued)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school SCCOE police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

Santa Clara County CWS Agency
1725 Technology Drive
San Jose, CA 95110
408-299-2071 North
408-683-0601 South

Adult Protective Services
333 West Julian Street
San Jose, CA 95110
408-491-6800

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the Department of Justice form from either the SCCOE or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
CHILD ABUSE PREVENTION AND REPORTING (continued)

b. The child's name and address, present location and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

e. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect also may be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Santa Clara County Superintendent of Schools or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)
CHILD ABUSE PREVENTION AND REPORTING (continued)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 5145.7 - Sexual Harassment)

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Law Enforcement Officer

When a child is released to a law enforcement officer and taken into custody as a victim of suspected child abuse or neglect, the County Superintendent or designee and/or principal shall
CHILD ABUSE PREVENTION AND REPORTING (continued)

not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

Upon request, the County Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contain procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

(cf. 5145.6 - Parental Notifications)

To file a complaint against a SCCOE employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The County Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The SCCOE also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, employees shall sign a statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the County Superintendent or designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
CHILD ABUSE PREVENTION AND REPORTING  (continued)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The County Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the SCCOE for making a report. (Penal Code 11166)
Living Our Values

Code of Conduct Handbook
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August 1, 2014

Dear Colleagues:

This Code of Conduct was created to support you and your valued contributions to the work we do at the Santa Clara County Office of Education.

As the introduction says, it is our intention to conduct all aspects of our operations “with the highest moral, legal, and ethical principles.” The Code of Conduct is designed to offer assistance and clarity as we strive toward that goal.

From information on accounting standards to reminders about appropriate use of technology, the Code of Conduct provides us with a tool that serves as a quick reference, and as a reminder of the expectations we have set for ourselves.

The SCCOE has a long tradition as a workplace that sincerely values every staff member, and every person we serve.

Thank you for your support of that tradition.

Respectfully,

Jon R. Gundry
County Superintendent of Schools
MISSION AND GOALS

OUR MISSION STATEMENT
The Santa Clara County Office of Education is committed to serving, inspiring and promoting student and public school success.

OUR GOALS
- Improve student equity and reduce access discrepancies to high quality education
- Provide support to districts, communities, schools and students
- Be a premier employer
- Improve organizational effectiveness and efficiency
It is the intention of the Santa Clara County Office of Education (SCCOE) to conduct all aspects of its operations with the highest moral, legal, and ethical principles. In that regard, the superintendent, chiefs, managers, classified and certificated staff, classroom staff and all other employees, including substitutes, and volunteers and contractors (collectively referred to herein as “staff”) shall, adhere to, comply with, and advocate the principles set out in this Code of Conduct governing their professional and ethical conduct in the fulfillment of their responsibilities.
**Code of Conduct**

**a) Legal Requirements**

The SCCOE will conduct its operations in compliance with the laws of all jurisdictions. In any instance where the laws are difficult to interpret, management will seek legal advice.

**b) Relationships with Customers and Suppliers**

Sales and purchases by the SCCOE shall be based on price, quality, and service. Prime consideration should be given to the SCCOE’s interests while developing long-term relationships with customers and suppliers. If you are unsure about a potential conflict of interest, please contact your direct supervisor or the Chief Human Resources Officer or designee for advice.

An SCCOE employee shall not:

- Accept or solicit any gift, favor, or service that might reasonably influence him or her in the discharge of official duties, or that employee knows or should know is being offered with intent to influence his or her official conduct.

- Accept employment or engage in any business or professional activity that the employee might reasonably expect would require or induce him or her to disclose confidential information.

- Accept other employment or compensation which could reasonably be expected to impair the employee’s independence of judgment.

- Make personal investments that could reasonably be expected to create a substantial conflict between the employee’s private interest and the public interest.

- Intentionally or knowingly solicit, accept, or agree to accept any benefit for having exercised his or her official powers or performed his or her official duties in favor of another.

- Hold financial interests that are in conflict with the conscientious performance of his or her official duties.

- Use his or her public office or position for private gain.

An Employee shall:

- Act impartially and not give preferential treatment to any private or public organization or individual.

- Protect and conserve public property and shall not use it for other than authorized activities.

- Promptly disclose waste, fraud, abuse, corruption, and noncompliance with federal and state laws to appropriate authorities.

- Endeavor to avoid any actions that would create the appearance that they are violating the law or the ethical standards of the SCCOE.
c) **Relationships with Staff**

All staff must operate under sound personnel practices and policies, which are characterized by fairness and equity to all.

- Sexual harassment of SCCOE staff or students will not be tolerated. Under State Education Code Section 212.5, sexual harassment has been defined as “unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature.”
- The SCCOE is committed to providing a workplace free of discrimination as well as harassment, based on such factors as sex, race, color, religion, national origin, sexual orientation, ancestry, age, medical condition, marital status, disability, or veteran status.
- Any deliberate act which might endanger the safety or lives of others is prohibited. Threatening, intimidating, or coercing fellow employees or students is prohibited.
- Unlawful harassment of any form, including verbal, physical and visual contact, threats, demands and retaliation, is not allowed. Harassing behavior, whether visual, physical, verbal or by way of telephone, mail, or electronic mail is strictly prohibited.

d) **Relationships with Students**

All staff must operate under the highest standards of conduct set forth by federal, state, local regulations, and SCCOE policies and procedures, without exception.

- Respect the confidentiality of all students, including their histories and disabilities.
- Refrain from sharing confidential information in public, showing written records to unauthorized personnel, sharing information about another student to a parent; or using a student’s name in email.
- Each student must be treated with dignity and respect as a human being at all times. Students with disabilities have a right to be respected as a whole person and not judged by their disability.
- The SCCOE maintains a deeply held belief that all students in our care can learn.

e) **Comments About Others**

Employees must not engage in communications that are defamatory, obscene, offensive, disruptive, or harassing. This includes sexual comments or images; racial slurs; gender-specific comments; or any offensive comments about age, sexual orientation, religious or political beliefs, national origin, or disability.
f) **Conflict of Interest**
Conflicts can arise in many situations. They occur most often in cases where the staff member, or a member of his or her immediate family, obtains some personal benefit at the expense of the SCCOE’s best interests. Staff members are expected to avoid any activity, investment or association that interferes with the independent exercise of their judgment in the SCCOE’s best interest.

g) **Use of Electronic Communication, Information Systems, and Confidentiality**
- All staff are required to read and sign the ‘Employee Use of Technology Agreement.’
- All equipment, including telephone, email, voicemail, fax, copiers and Internet access systems are to be used for business-related purposes, except when their infrequent and brief use for personal communication is necessary and when not in conflict with the work of the office.
- Pass codes should never be shared except under special circumstances, and should be changed periodically to protect confidentiality.
- The full names of students and staff should never be used in confidential electronic messages; so that confidentiality is maintained, only their first names should be used. Confidential communications and information should never be sent or forwarded to individuals or agencies not authorized to receive that information. Employees should not disclose personal information.
- Copying or transmitting any documents, software, or other information protected by copyright law or trade secret is not allowed.

h) **Political Contributions**
In many cases the SCCOE is prohibited from making any contributions or expenditures in connection with an election, as well as engaging in any activity that furnishes something of value to an election campaign.

Prohibited as a matter of SCCOE policy are indirect contributions of SCCOE funds made either through a third person or entity, or through a staff member who receives or expects to receive reimbursement out of SCCOE funds.

Staff are encouraged to participate in the political process and are free to make personal campaign contributions. However, SCCOE funds or resources shall not be used directly or indirectly for contribution to political parties or candidates, even where permitted by local law.
Under certain circumstances, the SCCOE may provide information about legislation or ballot measures that affect the welfare of the SCCOE, its staff, or the community in which the SCCOE operates. Use of the SCCOE’s name for these purposes requires prior approval by the SCCOE Board of Education.

No staff may, on behalf of the SCCOE, request assistance, outside the normal contracting process, of any elected representative or government officer without prior approval of the superintendent.

i) Accounting Standards and Obligations for Financial Reporting

The SCCOE shall keep and maintain its accounting records in such a manner that accurately and fairly reflects the transactions and dispositions of the assets of the SCCOE in reasonable detail. All assets, liabilities, revenues, and expenses shall be recorded in the regular books and records of the SCCOE. All transactions shall be supported by documents that fully describe the purpose of the transaction. A system of internal controls shall be developed and maintained to monitor the adherence to these standards.

As a public entity, the SCCOE is required to follow strict accounting principles and standards, to report financial information accurately, completely and in a timely manner to interested parties. These principles and standards are supported by appropriate internal controls and processes to ensure that accounting and financial reporting comply with federal and state laws. All staff of the SCCOE must comply with these requirements.

The rules for accounting and financial reporting require the proper recording of, and accounting for, revenues, expenses, assets and liabilities. Therefore, staff must accurately and completely record and report all information, and must not assist anyone to record or report any information inaccurately or in a way that could be misleading.

The County Superintendent of Schools, Chief Business Officer and the Internal Business Services Department are bound by the SCCOE’s Code of Conduct as well as the following financial principles:

- Ensure full, fair, accurate, timely, and understandable disclosure in reports and documents that the SCCOE files with, or submits to, government agencies and in other public communications.
- Comply with rules and regulations of federal, state and local governments, and other appropriate private and public regulatory agencies.
- Achieve responsible use of and control over all assets and resources employed by the SCCOE.
Violations of laws associated with accounting and financial reporting can result in fines, penalties, and imprisonment, and can lead to a loss of public faith in an organization. All staff are required to report, or cause to be reported, any such perceived violations. Violations of this Code of Conduct, including failures to report potential violations by others regarding financial responsibilities, will be viewed as a severe disciplinary matter that may result in personnel action, up to and including termination of employment.

j) Disclosure, Reporting, Whistle Blower Protection, and Resources

All SCCOE staff should use discretion when reporting evidence of activity by a SCCOE department or staff that may constitute a violation of this Code of Conduct, any board policy outlined, or any potential illegal or unlawful activity, including:

- Harassment
- Discrimination
- Conflicts of interest
- Fraud
- Financial reporting and disclosure concerns
- Accounting controls and procedures
- Other potential improper activities

The report of any perceived violation can be either oral or in writing to the staff member’s immediate supervisor, to someone higher in the management structure, to the Director of Human Resources, or to the Chief Human Resources Officer or designee. In instances where staff is not satisfied with the supervisor’s or manager’s response, or is uncomfortable for any reason addressing such concerns to their supervisor or the manager, staff may contact the County Superintendent of Schools.

Any SCCOE staff member who in good faith reports such a violation will be protected from threats of retaliation, discharge, or other types of discrimination including but not limited to compensation or terms and conditions of employment that are directly related to the disclosure of such reports.

If staff is anxious for any reason about contacting anyone at the SCCOE about whether something they have observed or learned might be a violation of the Code of Conduct, CONCERN: EAP can provide support. Just call CONCERN at 800-344-4222 and ask to speak with a counselor. Staff can be sure that interaction with a counselor will remain entirely confidential. Staff can remain anonymous if they choose to do so. In any event, nothing will be revealed to the SCCOE unless and until staff chooses to reveal themselves.
The SCCOE will make every effort to maintain, within the limits allowed by law, the confidentiality of anyone requesting guidance or reporting questionable behavior or other matters of concern under the Code of Conduct.

**k) Accountability and Reporting**

All staff are expected to behave in a professional, ethical, and exemplary fashion. There may be occasions, however, when an individual’s actions are determined to be in conflict with the Code of Conduct, and, in most of these cases, that individual will first be notified to cease such conduct. Failure to cease such conduct will subject the individual to disciplinary action, which may include termination of employment. Behavior that constitutes a serious breach of this Code of Conduct may lead directly to immediate suspension or termination of employment as specified in bargaining unit agreements and the Education Code.

The Chief Human Resources Officer (or designee) shall promptly determine actions to be taken in the event of violations of the Code of Conduct by any staff. In determining what actions are appropriate in a particular case, the Chief Human Resources Officer (or designee) shall act consistently and shall take into account relevant information.

**l) Responsibility and Implementation**

At least once annually, managers shall review with staff the Code of Conduct and other more specific standards of business conduct within their areas of management.
SCCOE References
Purchasing Unit’s Web Page
http://www.sccoe.org/depts/purchasing/

Official Documents
https://intranet.sccoe.org/rsc/officialdocs/
Staff Handbook – Procedure and Behavioral Expectations

Technology Rules and Regulations
https://intranet.sccoe.org/rsc/officialdocs/docs/AR_2620.pdf

Other References
Hartman, William T. and Stefkovich, Jacqueline A. 2005
Ethics for School Business Officials
Lanham, MA: Association of School Business Officials International

Web Sites
Markkula Center for Applied Ethics
http://www.scu.edu/ethics/
Code of Conduct – Living Our Values

I have read, understand, and agree to abide by the SCCOE Code of Conduct, Living Our Values.

Name __________________________________________ Home Phone __________________________

Signature ______________________________________ Date _______________________________

Last Four Digits of Social Security Number XXX - XX - □□□□

Address __________________________________________________________________________

_________________________________________________________________________________

Status:

☐ Employee  ☐ Substitute  ☐ Volunteer  ☐ Contractor  ☐ Other________________________

Note: This agreement will be kept in the employee’s personnel file.
TO: Alternative Education Department Van Drivers

FROM: Yvette Irving, Director

SUBJECT: Van Expectations

The following are expectations for using the Alternative Education Department vans. Any employee that is found in violation of any of these expectations will at a minimum lose their van privileges.

1. Drivers MUST be cleared through Risk Management before they can drive an Alternative Education van.
2. Students must NEVER be left in the van unattended.
3. The van must be cleaned each time it is used. It is the responsibility of the employee who requested the van to leave it in clean condition after each use.
4. Drivers must complete the check off list when picking up the van and upon returning the van. Report to office any needed repairs upon returning the van.
5. School office is responsible for scheduling and bringing site-located vans to Ridder Park for routine maintenance (oil changes, tune ups) every 5,000 to 6,000 miles and for necessary repairs.
6. Gas is the responsibility of the school.
7. Never leave the keys in the van. Van keys must be kept in a safe and secure office location for checkout.
8. All students must be in legal shoulder belts to be transported in the van.
9. Students are not allowed to ride in the front seat of the van.
10. Report any accidents to Kyanne Eastman 453-6862. Each van has the accident reporting form in the glove compartment and in the van binder. This must be filled out and the principal contacted immediately.
11. Vans are for use only within Santa Clara County.
12. Vans may not be driven to a personal residence.
Santa Clara County Office of Education
Voice Mail Guidelines

Sample Personal Greetings

**Standard Greeting**

Hello, this is ____name______ at [department name or site name]*. I am in the office today, but am unable to answer your call at this time. If you leave a detailed message with your name and phone number, I will return your phone call as soon as possible and within 24 hours. If you wish to speak to [an attendant]* [a member of our staff]* [____name and title of person ___]* for immediate assistance, please press “0” now. To bypass this message in the future and to go straight to voice mail, press the pound “#” key at any time during the message. Thank you.

**Absence or Unavailability**

Hello, this is ____name______ at [department name or site name]*. I am out of the office today, __date___, and will be returning on __date___. I (will) (will not) be checking my messages in my absence. Please feel free to leave me a message and I will return your call upon my return, or press “0” to reach [an attendant]* [a member of our staff]* [____name and title of person ___]* for immediate assistance. To bypass this message in the future and to go straight to voice mail, press the pound “#” key at any time during the message. Thank you for calling.

*as appropriate for your department or site.
**SCCOE Telephone Protocol**

1. Answer all ringing telephones within the first three rings.
2. Greet the caller. For example, say, “Good morning/afternoon, this is the [department name or site name, as appropriate]. This is [your first name]. How may I help you?”
3. If the caller reaches the wrong person or department, look up the correct telephone number and then transfer the caller directly to the correct party, if possible. *Check your phone’s Corporate Directory for quick information.*
4. Receptionists, Administrative Assistants, and others who answer calls for other staff members should say, “May I please tell him/her who is calling?” If the person they are calling is not available, say, “May I please take a message or would you like for me to transfer you to their voice mail?” If taking a message, be sure to include the date, time, full name of the caller (clarify spelling), telephone number with area code, a brief message, and sign your name.

**SCCOE Voice Mail Protocol**

1. Voice mail messages should be returned within twenty-four hours.
2. Callers should be told how to bypass the voice mail greeting and go straight to voice mail. *(Press the pound “#” key during the message.)*
3. Callers should always be given the choice to reach someone else in the department or at the site for immediate assistance.* *(Press the zero “0” key during the message.)*
4. Staff who will be on vacation or out of the office for an extended period of time should update their voice mail greeting to reflect this information and let callers know when they can expect a reply.
5. Receptionists and Administrative Assistants should not forward their telephones to voice mail when leaving their desk; another individual should receive their calls.*

*as appropriate for your department or site.*
### GLOSSARY OF TERMS AND ACRONYMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>AA</td>
<td>The CELDT is given once each year to ELs as an annual assessment (AA) of their progress toward English language proficiency. AA data are included in both AMAO 1 and AMAO 2 calculations.</td>
</tr>
<tr>
<td>AAC</td>
<td>Alternative Augmentative Communications</td>
</tr>
<tr>
<td>AASA</td>
<td>American Association of School Administrators</td>
</tr>
<tr>
<td>AAU</td>
<td>The Academic Accountability Unit (AAU) is an office in the CDE that calculates and reports the API and AYP reports.</td>
</tr>
<tr>
<td>AB</td>
<td>Assembly Bill (California Legislature)</td>
</tr>
<tr>
<td>AB 430</td>
<td>Principal training program</td>
</tr>
<tr>
<td>AB 472</td>
<td>ELA professional development</td>
</tr>
<tr>
<td>AB 75</td>
<td>Principal training program</td>
</tr>
<tr>
<td>ABA</td>
<td>Applied Behavior Analysis (autism intervention program)</td>
</tr>
<tr>
<td>ACE</td>
<td>Association of County Educators</td>
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<tr>
<td>ACSA</td>
<td>Association of California School Administrators</td>
</tr>
<tr>
<td>ACT</td>
<td>Association of County Teachers - The local CTA chapter at SCCOE</td>
</tr>
<tr>
<td>ACYF</td>
<td>Administration for Children, Youth and Families</td>
</tr>
<tr>
<td>AD</td>
<td>Administrative Designee</td>
</tr>
<tr>
<td>ADA</td>
<td>Average Daily Attendance / Americans with Disabilities Act</td>
</tr>
<tr>
<td>ADD</td>
<td>Attention Deficit Disorder</td>
</tr>
<tr>
<td>ADL</td>
<td>Activities for Daily Living</td>
</tr>
<tr>
<td>AED</td>
<td>Alternative Education Department</td>
</tr>
<tr>
<td>AESA</td>
<td>Association of Educational Services Agencies – National association for county offices of education aka educational service agencies</td>
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<tr>
<td>AMAO</td>
<td>Title III of the ESEA sets Annual Measurable Achievement Objectives (AMAOs) or targets that school districts receiving Title III funds must meet. The first AMAO (AMAO 1) relates to making annual progress on the CELDT, the second (AMAO 2) relates to attaining English proficiency on the CELDT, and the third AMAO (AMAO 3) relates to meeting AYP by the English Learner student group at the LEA level. AMAOs 1 and 2 are based on CELDT results. AMAO 3 is based on data from the CST, CMA, CAPA, and/or the CAHSEE.</td>
</tr>
<tr>
<td>AMARD</td>
<td>The Analysis, Measurement, and Accountability Reporting Division (AMARD) of the CDE calculates and reports the API, AYP, PI, and Title III Accountability programs.</td>
</tr>
<tr>
<td>AMOs</td>
<td>Schools, LEAs, the state, and numerically significant student groups must meet percent proficient targets (or Annual Measurable Objectives [AMOs]) in ELA and mathematics on the assessments used in AYP calculations.</td>
</tr>
<tr>
<td>AP</td>
<td>Accounts Payable</td>
</tr>
<tr>
<td>APA</td>
<td>Alternative Placement Academy</td>
</tr>
<tr>
<td>APE</td>
<td>Adapted Physical Education</td>
</tr>
<tr>
<td>API</td>
<td>The Academic Performance Index (API) is the school accountability measurement under California’s PSAA of 1999.</td>
</tr>
<tr>
<td>APR</td>
<td>The Academic Progress Reporting (APR) system provides an integrated approach to reporting results for state and federal accountability requirements and includes API, AYP, PI, and Title III reports.</td>
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<tr>
<td>ARAC</td>
<td>Administrator Regional Advisory Council</td>
</tr>
<tr>
<td>ARC</td>
<td>Adolescent Residential Center</td>
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<tr>
<td>ASAM</td>
<td>Alternative Schools Accountability Model</td>
</tr>
<tr>
<td>ASL</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>AU</td>
<td>Administrative Unit</td>
</tr>
<tr>
<td>AVID</td>
<td>Advancement via Individual Determination</td>
</tr>
<tr>
<td>AWOL</td>
<td>Away without leave (Absent without leave)</td>
</tr>
<tr>
<td>AYP</td>
<td>Adequate Yearly Progress (AYP) is the federal accountability measure with a series of annual academic performance targets established for LEAs and the state. Under AMAO 3 of Title III of the ESEA, LEAs are required to meet or exceed requirements within two areas of the EL student group in order to meet AYP annually: Participation Rate and Percent Proficient for English-language arts and mathematics.</td>
</tr>
<tr>
<td>BCC</td>
<td>Bilingual Certificate of Competency</td>
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<tr>
<td>BCLAD</td>
<td>Bilingual Cross-Culture Language Development</td>
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<tr>
<td>BEAM</td>
<td>Becas Educacionales a Migrantes</td>
</tr>
<tr>
<td>BIP</td>
<td>Basic Interview Pattern</td>
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<tr>
<td>BOCES</td>
<td>Board of Cooperative Educational Services</td>
</tr>
<tr>
<td>BOE</td>
<td>Board of Education</td>
</tr>
<tr>
<td>BP</td>
<td>Board Policy</td>
</tr>
<tr>
<td>BSI-CAT</td>
<td>Basic Skills Inventory – Computer Adaptive Testing</td>
</tr>
<tr>
<td>BTSA</td>
<td>Beginning Teachers Support and Assessment Program</td>
</tr>
<tr>
<td>BTTP</td>
<td>Bilingual Teachers Training Program</td>
</tr>
<tr>
<td>BWC</td>
<td>Bill Wilson Center</td>
</tr>
<tr>
<td>CAASPP</td>
<td>California Assessment of Student Performance Progress</td>
</tr>
<tr>
<td>CAC</td>
<td>Curriculum Advisory Committee</td>
</tr>
<tr>
<td>CAHSEE</td>
<td>The California High School Exit Examination (CAHSEE) is administered to all students in grade ten and to students in grades eleven and twelve if they did not pass the CAHSEE in grade ten.</td>
</tr>
<tr>
<td>CAIS</td>
<td>California Accountability &amp; Improvement System (CAIS) is a web-based support system used to review school plans and monitor compliance documentation for schools (public and non-public), districts, and county offices that receive funding for certain programs.</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>CALPADS</td>
<td>California Longitudinal Pupil Achievement Data System (CALPADS) is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.</td>
</tr>
<tr>
<td>CalPERS</td>
<td>California Public Employees’ Retirement System</td>
</tr>
<tr>
<td>CALSTRS</td>
<td>California State Teachers’ Retirement System</td>
</tr>
<tr>
<td>CAMP</td>
<td>College Assistance Migrant Program</td>
</tr>
<tr>
<td>CAP</td>
<td>California Assessment Program</td>
</tr>
<tr>
<td>CAPA</td>
<td>The California Alternate Performance Assessment (CAPA) is an alternate assessment for students with significant cognitive disabilities who cannot participate in the general STAR Program assessments, even with accommodations or modifications.</td>
</tr>
<tr>
<td>CASAS</td>
<td>Comprehensive Adult Student Assessment System</td>
</tr>
<tr>
<td>CASBO</td>
<td>California Association of School Business Officials – Organization of chief business/financial officers from the districts and county offices.</td>
</tr>
<tr>
<td>CBEDS</td>
<td>California Basic Education Data System</td>
</tr>
<tr>
<td>C-BEST</td>
<td>California Basic Education Skills Test</td>
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<tr>
<td>CBL</td>
<td>Character-Based Literature</td>
</tr>
<tr>
<td>CBO</td>
<td>Chief Business Officer</td>
</tr>
<tr>
<td>CCBE</td>
<td>California County Boards of Education - an organization made up of the 58 county boards of education.</td>
</tr>
<tr>
<td>CCOC</td>
<td>Central County Occupational Center</td>
</tr>
<tr>
<td>CCR</td>
<td>Coordinated Compliance Review</td>
</tr>
<tr>
<td>CCSESA</td>
<td>California County Superintendents Educational Services Association – statewide association the 58 county superintendents in California.</td>
</tr>
<tr>
<td>CDD</td>
<td>Child Development Division</td>
</tr>
<tr>
<td>CDE</td>
<td>The California Department of Education (CDE) is the state education agency for California.</td>
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<tr>
<td>Term</td>
<td>Description</td>
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<tr>
<td>CDS</td>
<td>Community Day School</td>
</tr>
<tr>
<td>CDS Code</td>
<td>County/District or School Code</td>
</tr>
<tr>
<td>CEC</td>
<td>Council for Exceptional Children</td>
</tr>
<tr>
<td>CELDT</td>
<td>The California English Language Development Test (CELDT) is the state test of English language proficiency that LEAs in California are required to administer to newly enrolled students whose primary home language is not English and to any student who is an EL as an AA (Education Code Section 313 and Title 5, California Code of Regulations, Section 11510). CELDT results are included in the calculations for AMAOs 1 and 2.</td>
</tr>
<tr>
<td>CELDT Common Scale</td>
<td>The CELDT was rescaled in 2006 to allow for the comparison of a student's scale score on each domain (listening, speaking, reading, and writing) going forward from 2006–07. A student's scale score on the new common scale can be compared to prior year's performance level and scale score to measure the annual growth of a student in learning English.</td>
</tr>
<tr>
<td>CEP</td>
<td>Center for Educational Planning</td>
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<tr>
<td>CFR</td>
<td>Code of Federal Regulations</td>
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<tr>
<td>CFT</td>
<td>California Federation of Teachers</td>
</tr>
<tr>
<td>CH</td>
<td>Communicatively Handicapped</td>
</tr>
<tr>
<td>CHSPE</td>
<td>California High School Proficiency Examination</td>
</tr>
<tr>
<td>CIA</td>
<td>Curriculum, Instruction, Assessment (No, it isn’t Central Intelligence Agency)</td>
</tr>
<tr>
<td>CIHS</td>
<td>Central Independence High School (Independent Study)</td>
</tr>
<tr>
<td>CLAD</td>
<td>Cross-Cultural Language and Academic Development</td>
</tr>
<tr>
<td>CLAS</td>
<td>California Learning Assessment System</td>
</tr>
<tr>
<td>CMA</td>
<td>The California Modified Assessment (CMA) is an alternate assessment of the California content standards based on modified achievement standards for students with an individualized education program who meet the State Board of Education adopted eligibility criteria.</td>
</tr>
<tr>
<td>CNASDP</td>
<td>Comprehensive Needs Assessment and Service Delivery Plan</td>
</tr>
<tr>
<td>COE</td>
<td>Certificate of Eligibility</td>
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</tbody>
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<p>| <strong>COE</strong> | A county office of education (COE) administers educational programs and coordinates with schools and school districts at the county office level. |
| <strong>COESTAR</strong> | The online database that is used to track all MEP students in California |
| <strong>COLA</strong> | Cost of Living Adjustment |
| <strong>Consortium</strong> | To be eligible for a direct-funded LEP student subgrant, LEAs must be scheduled to receive a subgrant of $10,000 or more. If an LEA is projected to receive an LEP student subgrant of less than $10,000, the LEA must enter into an agreement to form and/or join a consortium in which the total amount of the subgrants of members of the consortium collectively total $10,000 or more. In the case of a consortium of LEAs, only the lead LEA is the grantee. (Title III, Section 3114). The accountability data for the consortium lead and the consortium members are aggregated up to the consortium level to determine if the AMAOs have been met for the consortium as a whole. |
| <strong>CP</strong> | Cerebral Palsy |
| <strong>CPIN</strong> | California Preschool Instructional Network |
| <strong>CPM</strong> | Categorical Program Monitoring |
| <strong>CPS</strong> | Children’s Protective Services; Dept. of Social Services |
| <strong>CSBA</strong> | California School Boards Association - made up of the 1,000+ school district and county boards in the state. |
| <strong>CSEA</strong> | CA School Employees Association |
| <strong>CSIS</strong> | California Student Information System |
| <strong>CSSA</strong> | California Safe Schools Act |
| <strong>CST</strong> | The California Standards Test (CST) is a set of tests annually administered to students in grades two through twelve. It includes the content areas of English-language arts, mathematics, history-social science, and science. |
| <strong>CSU</strong> | California State University |
| <strong>CTA</strong> | California Teachers Association – statewide teachers union. |
| <strong>CTAP</strong> | California Technology Assistance Project |
| <strong>CTC</strong> | California Teacher Credential |</p>
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>CTE Plan</td>
<td>California Career Technical Education State Plan</td>
</tr>
<tr>
<td>CTEL or C-TEL</td>
<td>California Teacher of English Learners</td>
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<tr>
<td>CYO</td>
<td>California Youth Outreach</td>
</tr>
<tr>
<td>D &amp; A</td>
<td>Drug &amp; Alcohol</td>
</tr>
<tr>
<td>D/HOH</td>
<td>Deaf/Hard of Hearing</td>
</tr>
<tr>
<td>DAC</td>
<td>District Advisory Committee</td>
</tr>
<tr>
<td>DBAS</td>
<td>District Business Advisory Services</td>
</tr>
<tr>
<td>DD</td>
<td>Developmental Disabilities</td>
</tr>
<tr>
<td>DELAC</td>
<td>District English Learner Advisory Committee</td>
</tr>
<tr>
<td>DFCS</td>
<td>Department of Family and Children’s Services</td>
</tr>
<tr>
<td>DHS</td>
<td>California Department of Health Services and Digital High School</td>
</tr>
<tr>
<td>DIS</td>
<td>Designated Instruction Services.</td>
</tr>
<tr>
<td>DOE</td>
<td>Department of Education (Federal)</td>
</tr>
<tr>
<td>DOL</td>
<td>Department of Labor</td>
</tr>
<tr>
<td>Domains</td>
<td>The CELDT assesses four domains in kindergarten through grade twelve:</td>
</tr>
<tr>
<td></td>
<td>listening, speaking, reading, and writing.</td>
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<tr>
<td>DRM</td>
<td>The Data Review Module (DRM) is an online data correction application for the</td>
</tr>
<tr>
<td></td>
<td>CELDT used to correct demographic and testing data for students whose</td>
</tr>
<tr>
<td></td>
<td>answer books were submitted by the AA window deadlines.</td>
</tr>
<tr>
<td>DSA</td>
<td>District Service Agreement</td>
</tr>
<tr>
<td>DSA</td>
<td>Division of State Architecture</td>
</tr>
<tr>
<td>DSLT</td>
<td>District School Leadership Team</td>
</tr>
<tr>
<td>EAP</td>
<td>Employee Assistance Program</td>
</tr>
<tr>
<td>EC</td>
<td>California Education Code</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
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<td>--------------</td>
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<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>ED</td>
<td>Emotional Disturbance</td>
</tr>
<tr>
<td>ED</td>
<td>The United States Department of Education</td>
</tr>
<tr>
<td>EDC</td>
<td>Educational Development Center</td>
</tr>
<tr>
<td>EDGAR</td>
<td>Education Department General Administrative Regulations</td>
</tr>
<tr>
<td>EdTech</td>
<td>Educational Technology</td>
</tr>
<tr>
<td>EduSoft</td>
<td>EduSoft Software (Assessment Management System)</td>
</tr>
<tr>
<td>EEOC</td>
<td>Equal Employment Opportunity Commission</td>
</tr>
<tr>
<td>EETT</td>
<td>Enhancing Educational Through Technology</td>
</tr>
<tr>
<td>EITEL</td>
<td>Effective Instruction for Teachers of English Learners</td>
</tr>
<tr>
<td>EJWC</td>
<td>Education of Juvenile Court Wards</td>
</tr>
<tr>
<td>EL</td>
<td>An English Learner is a student with a primary language other than English who is not yet proficient in English.</td>
</tr>
<tr>
<td>ELA</td>
<td>English-Language Arts is a content area of STAR Program tests.</td>
</tr>
<tr>
<td>ELAC</td>
<td>English Learner Advisory Committee</td>
</tr>
<tr>
<td>ELAC</td>
<td>English Language Acquisition Consortium</td>
</tr>
<tr>
<td>ELD</td>
<td>English Language Development</td>
</tr>
<tr>
<td>ELD Standards</td>
<td>The English Language Development (ELD) standards, adopted by the State Board of Education in 1999, define what English learners in California public schools must know and be able to do as they progress toward full fluency in English.</td>
</tr>
<tr>
<td>ELL</td>
<td>English Language Learner</td>
</tr>
<tr>
<td>ELSSA</td>
<td>English Learner Subgroup Self Assessment</td>
</tr>
<tr>
<td>EMC</td>
<td>Educational Media Center</td>
</tr>
<tr>
<td>EMS</td>
<td>Emergency Medical System</td>
</tr>
<tr>
<td>English Proficient Level</td>
<td>The criterion for English language proficiency is an overall score of Early Advanced or higher and a score of Intermediate or higher for each domain (listening, speaking, reading, and writing). For Kindergarten and grade one, the criterion for English language proficiency is an overall score of Early Advanced or higher and a score of Intermediate or higher for the domains of listening and speaking.</td>
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<tr>
<td>EO</td>
<td>English Only</td>
</tr>
<tr>
<td>EOE</td>
<td>End of Eligibility</td>
</tr>
<tr>
<td>EPGY</td>
<td>Education Program for Gifted Youth</td>
</tr>
<tr>
<td>EPS</td>
<td>Emergency Protective Services</td>
</tr>
<tr>
<td>ERA</td>
<td>The Evaluation, Research, and Analysis (ERA) unit is an office in the CDE that calculates and reports the PI and Title III Accountability reports.</td>
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<tr>
<td>E-RATE</td>
<td>Discounted Telecommunications Services for Schools &amp; Libraries</td>
</tr>
<tr>
<td>ESCORT</td>
<td>Eastern Stream Center on Resources and Training</td>
</tr>
<tr>
<td>ESEA</td>
<td>Elementary and Secondary Education Act</td>
</tr>
<tr>
<td>ESEA</td>
<td>Title III of the Elementary and Secondary Education Act (ESEA) requires states to administer a test to newly enrolled students whose primary (home) language is not English to determine their level of English language fluency. In California, the CELDT serves this purpose. Students identified through the initial assessment as English learners must be given the CELDT annually until they are reclassified as fluent English proficient. Title III sets AMAO targets that school district receiving Title III funds must meet.</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>ESOL</td>
<td>English for Speakers of Other Languages</td>
</tr>
<tr>
<td>ESP</td>
<td>Early Start Program (birth to three)</td>
</tr>
<tr>
<td>ETC</td>
<td>Educational Technology Consortium</td>
</tr>
<tr>
<td>EVC</td>
<td>East Valley Clinic</td>
</tr>
<tr>
<td>FCMAT</td>
<td>Fiscal Crisis and Management Team</td>
</tr>
<tr>
<td>FEP</td>
<td>Fluent English Proficiency</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
</tr>
<tr>
<td>FLY</td>
<td>Fresh Lifelines for Youth</td>
</tr>
<tr>
<td>FPM / CPM</td>
<td>Federal/Compliance Program Monitoring</td>
</tr>
<tr>
<td>FRL</td>
<td>Free &amp; Reduced Lunch</td>
</tr>
<tr>
<td>FTE</td>
<td>Full Time Equivalency (related to employee hours)</td>
</tr>
<tr>
<td>FY</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>FYI</td>
<td>For Your Information</td>
</tr>
<tr>
<td>FYS</td>
<td>Foster Youth Services</td>
</tr>
<tr>
<td>GATE</td>
<td>Gifted and Talented Education</td>
</tr>
<tr>
<td>GED</td>
<td>General Education Development</td>
</tr>
<tr>
<td>GEPA</td>
<td>General Education Provisions Act</td>
</tr>
<tr>
<td>GI</td>
<td>Gang Intervention</td>
</tr>
<tr>
<td>GPRA</td>
<td>Government Performance Results Act</td>
</tr>
<tr>
<td>HCYEP</td>
<td>Homeless Child and Youth Education Program</td>
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<tr>
<td>HEA</td>
<td>Higher Education Act</td>
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<tr>
<td>HEP</td>
<td>High School Equivalency Program</td>
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<tr>
<td>HEP</td>
<td>Homeless Education Program</td>
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<tr>
<td>HHS</td>
<td>U.S. Department of Health and Human Services</td>
</tr>
<tr>
<td>HOH</td>
<td>Harvest of Hope Foundation</td>
</tr>
<tr>
<td>HOH/DEAF</td>
<td>Hard of Hearing/Deaf</td>
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<tr>
<td>HR</td>
<td>Human Resources</td>
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<td>HS</td>
<td>High School</td>
</tr>
<tr>
<td>HSEE</td>
<td>High School Exit Exam</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>I&amp;R</td>
<td>Identification and Recruitment</td>
</tr>
<tr>
<td>IA</td>
<td>The CELDT is first given to newly enrolled students, whose primary language is not English, as an initial assessment (IA) of English language fluency. AMAO 2 calculations include initial CELDT takers tested during the AA window if they are classified as EL.</td>
</tr>
<tr>
<td>IASA</td>
<td>Improving America's Schools Act (1994)</td>
</tr>
<tr>
<td>ICSM</td>
<td>Individual Critical Skills Model</td>
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<tr>
<td>IDEA (97)</td>
<td>Individual with Disabilities Education Act</td>
</tr>
<tr>
<td>IEL</td>
<td>Institute for Educational Leadership</td>
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<tr>
<td>IEP</td>
<td>Individualized Education Plan</td>
</tr>
<tr>
<td>IFEP</td>
<td>Initial Fluent English Proficient (IFEP) students are students with a primary language other than English who took the CELDT within 30 days of enrollment in a U.S. public school and who met the school district criterion for English language proficiency (i.e., those students who were initially identified as fluent in English). IFEP students are not included in AMAO calculations.</td>
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<tr>
<td>IFSP</td>
<td>Individualized Family Service Plan</td>
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<tr>
<td>IHE</td>
<td>Institution of Higher Education</td>
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<tr>
<td>ILP</td>
<td>Individualized Learning Plan</td>
</tr>
<tr>
<td>IMEC</td>
<td>Interstate Migrant Education Council</td>
</tr>
<tr>
<td>INA</td>
<td>Initial Needs Assessment</td>
</tr>
<tr>
<td>INEA</td>
<td>Instituto Nacional de Educación para Adultos</td>
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<td>INS</td>
<td>Immigration and Naturalization Services</td>
</tr>
<tr>
<td>IPP</td>
<td>Individualized Program Plan</td>
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<tr>
<td>IS</td>
<td>Independent Study</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>ITFS</td>
<td>Instructional Television Fixed Service</td>
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<tr>
<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>ITP</td>
<td>Individualized Transition Plan</td>
</tr>
<tr>
<td>ITV</td>
<td>Instructional Television</td>
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<tr>
<td>IWEN</td>
<td>Individual With Exceptional Needs</td>
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<tr>
<td>JCCASAC</td>
<td>Juvenile Court, Community and Alternative School Administrators of California</td>
</tr>
<tr>
<td>JJC</td>
<td>Juvenile Justice Commission</td>
</tr>
<tr>
<td>JPA</td>
<td>Joint Powers Agreement</td>
</tr>
<tr>
<td>JPD</td>
<td>Juvenile Probation Division</td>
</tr>
<tr>
<td>JTPA</td>
<td>Job Training Partnership Act</td>
</tr>
<tr>
<td>K-12</td>
<td>Kindergarten through 12th Grade</td>
</tr>
<tr>
<td>LAS-O</td>
<td>Language Assessment Scale-Oral</td>
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<tr>
<td>LCAP</td>
<td>Local Control Accountability Plan</td>
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<tr>
<td>LCCE</td>
<td>Life Centered Career Education</td>
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<tr>
<td>LCFF</td>
<td>Local Control Funding Formula</td>
</tr>
<tr>
<td>LCI</td>
<td>Licensed Children’s Institution</td>
</tr>
<tr>
<td>LD</td>
<td>Learning Disabled</td>
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<tr>
<td>LEA</td>
<td>A Local Educational Agency (LEA) is a government agency which supervises local public primary and secondary schools in the delivery of instructional and educational services. For Title III Accountability, LEAs include school districts, county offices of education, direct-funded charter schools, and consortium leads.</td>
</tr>
<tr>
<td>LEAP</td>
<td>LEA Plan – A requirement for LEAs receiving certain federal funds.</td>
</tr>
<tr>
<td>LEP</td>
<td>The Title III limited-English proficient (LEP) student program is provided for LEP students, referred to as ELs in California, to help them attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.</td>
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<tr>
<td>LOU</td>
<td>Letter of Understanding</td>
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<td>Abbreviation</td>
<td>Description</td>
</tr>
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<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>LRE</td>
<td>Least Restrictive Environment</td>
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<tr>
<td>LST</td>
<td>Learning Support Team</td>
</tr>
<tr>
<td>LT</td>
<td>Leadership Team</td>
</tr>
<tr>
<td>LTEL</td>
<td>Long Term English Learners</td>
</tr>
<tr>
<td>LTM</td>
<td>Long Term Memory</td>
</tr>
<tr>
<td>MC or M/C</td>
<td>Mail Code</td>
</tr>
<tr>
<td>MCS</td>
<td>Management, Confidential and Supervisory Employees</td>
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<tr>
<td>MD</td>
<td>Muscular Dystrophy or Medical Doctor</td>
</tr>
<tr>
<td>MDT</td>
<td>Multi-Disciplinary Team</td>
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<tr>
<td>MEES</td>
<td>Migrant Education Even Start</td>
</tr>
<tr>
<td>MEP</td>
<td>Migrant Education Program</td>
</tr>
<tr>
<td>MESN</td>
<td>Migrant Education Student Network (Region 1 Website)</td>
</tr>
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<td>MF</td>
<td>Medically Fragile</td>
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<td>MFCC</td>
<td>Marriage-Family-Child Counselor</td>
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<tr>
<td>MGPTF</td>
<td>Mayor's Gang Prevention Task Force</td>
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<tr>
<td>MH</td>
<td>Multi-handicapped / Mental Health</td>
</tr>
<tr>
<td>MIIEO</td>
<td>Migrant, Indian, and International Education Office</td>
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<tr>
<td>MIS</td>
<td>Management Information System</td>
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<td>MLAP</td>
<td>Migrant Learner Action Plan</td>
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<td>MLE</td>
<td>Meditated Learning Experience</td>
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<tr>
<td>MOU</td>
<td>Memorandum of Understanding</td>
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<tr>
<td>MS</td>
<td>Middle School / Multiple Sclerosis / Mail Stop</td>
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<td>MSFW</td>
<td>Migrant and/or Seasonal Farm worker</td>
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<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>MSIN</td>
<td>Migrant Student Information Network (WestEd Website)</td>
</tr>
<tr>
<td>MSIS</td>
<td>Migrant Student Information System (California)</td>
</tr>
<tr>
<td>MSIX</td>
<td>Migrant Student Records Exchange Initiative (Federal Website)</td>
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<tr>
<td>MSPA</td>
<td>Migrant and Seasonal Agricultural Workers Protection Act</td>
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<tr>
<td>NA (N/A)</td>
<td>Not Applicable / Not Available</td>
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<tr>
<td>NAME</td>
<td>National Association of Migrant Education</td>
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<td>NASDME</td>
<td>National Association of State Directors of Migrant Education</td>
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<td>National Center for Education Statistics</td>
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<td>National Equity Program</td>
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<td>Non-English Proficiency</td>
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<td>NISE</td>
<td>NISE Reporter – Salary &amp; Benefit Management</td>
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<td>NLCI</td>
<td>Non Licensed Care Institution</td>
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<td>NPS</td>
<td>Non-Public School</td>
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<td>NSBA</td>
<td>National School Boards Association</td>
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<tr>
<td>O/M</td>
<td>Orientation / Mobility</td>
</tr>
<tr>
<td>O/T</td>
<td>Operations / Technology / Occupation Therapy</td>
</tr>
<tr>
<td>OBESLA</td>
<td>Office of Bilingual Education and Minority Languages Affairs</td>
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<tr>
<td>OCR</td>
<td>Office of Civil Rights</td>
</tr>
<tr>
<td>OESE</td>
<td>Office of Elementary and Secondary Education</td>
</tr>
<tr>
<td>OHI</td>
<td>Other Health Impaired</td>
</tr>
<tr>
<td>OI</td>
<td>Orthopedically Impaired; formerly</td>
</tr>
<tr>
<td>OIG</td>
<td>Office of the Inspector General</td>
</tr>
</tbody>
</table>
LEAs and consortia that have failed to meet Title III Annual Measurable Achievement Objectives (AMAOs) for two consecutive years are in program improvement (PI) status and are required to develop an Improvement Plan that will ensure the LEA or consortia will meet AMAOs in the future.
<table>
<thead>
<tr>
<th>PIC</th>
<th>Private Industry Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIC</td>
<td>Parent Involvement Committee</td>
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<td>PLC</td>
<td>Professional Learning Community</td>
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<td>Probation Officer / Purchase Order</td>
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<td>PPS</td>
<td>Pupil Personnel Services</td>
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<td>PR</td>
<td>Public Relations / Purchase Request or Requisition</td>
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<td>PSAA</td>
<td>The Public Schools Accountability Act (PSAA) of 1999 established the API, the state accountability requirements for California.</td>
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<tr>
<td>PSQR</td>
<td>Program Standard Quality Review</td>
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<td>PSWA</td>
<td>Psychologist and Social Workers Association</td>
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<td>PT</td>
<td>Physical Therapy / Part Time</td>
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<td>PTA</td>
<td>Parent Teacher Association</td>
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<tr>
<td>PY</td>
<td>Program Year</td>
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<td>QAD</td>
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<tr>
<td>QC</td>
<td>Quality Control</td>
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<td>QCC</td>
<td>SCCOE Software for Business, H.R. &amp; Payroll</td>
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<tr>
<td>QI</td>
<td>Quality Improvement</td>
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<tr>
<td>QIT</td>
<td>Quality Improvement Training</td>
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<tr>
<td>QSS</td>
<td>Older version of QCC</td>
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<td>RAC</td>
<td>Regional Parent Advisory Council</td>
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<td>RFEP</td>
<td>Reclassified Fluent English Proficient (RFEP) students are students with a primary language other than English who were initially classified as English learners, but who have subsequently met the school district criteria for English language proficiency are determined to be fluent English Proficient. RFEP students are not included in AMAO calculations.</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>RFP</td>
<td>Request for Proposal</td>
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<td>RIF</td>
<td>Reduction in Force</td>
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<td>ROP</td>
<td>Regional Occupational Program</td>
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<td>RSP</td>
<td>Resource Specialist Program</td>
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<tr>
<td>RTC</td>
<td>Regional Technology Center</td>
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<td>RTI</td>
<td>Response to Instruction and Intervention</td>
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<td>SACS</td>
<td>Standardized Account Code Structure</td>
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<td>SAIT</td>
<td>School Assistance Improvement Team</td>
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<td>SAPS</td>
<td>Student Action Plan for Success</td>
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<td>SARB</td>
<td>School Accountability Review Board</td>
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<td>SARC</td>
<td>School Accountability Review Card</td>
</tr>
<tr>
<td>SARC</td>
<td>School Accountability Report Card</td>
</tr>
<tr>
<td>SB</td>
<td>Senate Bill (California Legislature)</td>
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<tr>
<td>SB 472</td>
<td>ELA or Math Professional Development</td>
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<tr>
<td>SBE</td>
<td>State Board of Education</td>
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<tr>
<td>SCAN</td>
<td>School-Centered Assessment of Needs</td>
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<tr>
<td>SCC</td>
<td>Santa Clara County</td>
</tr>
<tr>
<td>SCCOE</td>
<td>Santa Clara County Office of Education</td>
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<tr>
<td>SCCSBA</td>
<td>Santa Clara County School Boards Association</td>
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<tr>
<td>SCFLC</td>
<td>Santa Clara Family Living Center</td>
</tr>
<tr>
<td>SCU</td>
<td>Santa Clara University</td>
</tr>
<tr>
<td>SD</td>
<td>Staff Development / Sheriff’s Department</td>
</tr>
<tr>
<td>SDAIE</td>
<td>Specially Designed Academic Instruction in English</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<td>SDC</td>
<td>Special Day Class</td>
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<td>State Department of Education</td>
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<td>SE</td>
<td>Student's Edition of a Book</td>
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<td>SEA</td>
<td>State Education Agency</td>
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<td>SEEDS</td>
<td>Software Educational and Evaluation Demo Site</td>
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<td>SEIU</td>
<td>Service Employees International Union - Local 521 represents employees who are neither teachers nor managers, such as instructional aides, custodians, administrative assistants, clerks, etc.</td>
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<tr>
<td>SELPA</td>
<td>Special Education Local Plan Area</td>
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<tr>
<td>SEP</td>
<td>Secretaria de Educación Publica (México)</td>
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<td>SES</td>
<td>Supplemental Education Services OR Socio-Economic Status</td>
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<td>SGC</td>
<td>Supervisor of Group Counselors</td>
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<td>SH</td>
<td>Severely Handicapped</td>
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<td>SIM</td>
<td>Strategies Intervention Model</td>
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<td>SIP</td>
<td>Site Improvement Plan</td>
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<tr>
<td>SJFS</td>
<td>San Jose Family Shelter</td>
</tr>
<tr>
<td>SJPD</td>
<td>San Jose Police Department</td>
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<tr>
<td>SMART</td>
<td>Specific, Measurable, Action-Orientated/Attainable, Realistic/Results Oriented, Time-limited (bound)</td>
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<tr>
<td>SOC</td>
<td>School Office Coordinator</td>
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<tr>
<td>SOLAR System</td>
<td>Students On Line Administrative Resource System</td>
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<td>SOLOM</td>
<td>Student Oral Language Observation Matrix</td>
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<td>State Parent Advisory Council</td>
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<td>SPED</td>
<td>Special Education</td>
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<td>SS</td>
<td>Support Services</td>
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<td>Support Service Assistance</td>
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<td>Student Services Branch</td>
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<td>School Site Council</td>
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<td>Statewide Student Identifiers</td>
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<td>SSPQ</td>
<td>Student Survey on Program Quality</td>
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<tr>
<td>SSR</td>
<td>Sustained Silent Reading</td>
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<td>SST</td>
<td>Student Study Team</td>
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<tr>
<td><strong>STAR Program</strong></td>
<td>Each spring, students in grades two through eleven take a STAR test. Students take tests in math, reading, writing, science, and history. The STAR Program includes four tests: the California Standards Tests, the California Modified Assessment, the California Alternate Performance Assessment, and the Standards-based Tests in Spanish.</td>
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<tr>
<td>STAR-R</td>
<td>STAR-Renaissance</td>
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<td>STM</td>
<td>Short Term Memory</td>
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<td>State Teachers’ Retirement System</td>
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<td>Silicon Valley Educational Foundation</td>
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<td>Teacher and Classified Advisory Committee</td>
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<td>TANF</td>
<td>Temporary Assistance for Needy Families</td>
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<td>TAPP</td>
<td>TeenAge Parent Program</td>
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<td>TBA</td>
<td>To Be Announced / To Be Arranged</td>
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<td>TE</td>
<td>Teacher’s Edition of a Book</td>
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<tr>
<td>TIC</td>
<td>Teacher-in-Charge</td>
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<td>Acronym</td>
<td>Description</td>
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<td>TORC</td>
<td>Test of Reading Comprehension</td>
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<td>Teacher on Special Assignment</td>
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<td>Total Quality Manager</td>
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<td>Teachers Resource Center</td>
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<td>Tax Sheltered Annuity</td>
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<td>TUPE</td>
<td>Tobacco-Use and Prevention Education</td>
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<tr>
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<td>University of California</td>
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<td>United States Department of Agriculture</td>
</tr>
<tr>
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<td>United States Department of Education</td>
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<tr>
<td>UTL</td>
<td>Unable to Locate</td>
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<td>VI</td>
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<td>VMC</td>
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<td>VPSS</td>
<td>Verification Process for Special Settings</td>
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<td>Western Association of Schools and Colleges</td>
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<td>Work Experience Education</td>
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<tr>
<td>WIA</td>
<td>Workforce Investment Act (Formerly JTPA)</td>
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<td>Women, Infants and Children</td>
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<td>Wide Range Achievement Test</td>
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<td>Youth Education Advocates</td>
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<td>YTD</td>
<td>Year to Date</td>
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