

**Santa Clara County Office of Education
Local Educational Agency (LEA) Plan
For 2010 – 2014**

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

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

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

Required Activities:

1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
 - a. Describe the programs and activities to be developed, implemented, and administered under the sub-grant;
 - b. Describe how the LEA will use the sub-grant funds to meet all annual measurable achievement objectives described in Section 3122;
 - c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
 - d. Meeting the annual measurable achievement objectives described in Section 3122;
 - e. Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);
 - f. Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);
 - g. Describe how the LEA will promote parental and community participation in LEP programs.

Alternative Schools Department & Special Education

The Alternative Schools and Special Education Departments, in collaboration with Coordinator of Multilingual Programs from the SCCOE Educational Services Department, have developed a master plan describing the English Learner (EL) program during the 2009-2010 school year. The “Santa Clara County Office of Education Master Plan for Services to English Learners” is attached to this application. Implementation will begin after staff participates in appropriate professional development activities.

Twenty-nine percent (29%) of the students enrolled in the Alternative Schools Department qualify for English Learner (EL) services. Fifteen percent (15%) of the students who receive Special Education services also qualify for English Learner (EL) services. The plan for each EL student is to address all of the goals in his/her Individual Education Plan/Individual Family Service Plan/Individualized Learning Plan and to provide access to the California core curriculum and content standards. Communication and English Language Development is a focus for all of the students and these skills are emphasized in lessons for all of the core content areas. EL students are exposed to a wide variety of instructional strategies that will enable them to attain greater language proficiency.

Goals and progress will be determined by the Student Success Plans (SSP)/Individual Education Plan (IEP)/Individual Family Service Plan (IFSP) when the annual meeting is held. Growth and support areas will be outlined by the team. EL students showed the most academic growth in 2009, with 52% scoring proficient/advanced in Reading/Language Arts; and 40% scoring proficient/advanced in Mathematics.

Their API growth was 689 compared to all students API of 672. The LEA will continue to monitor progress through collaboration with the Alternative Schools administration and the Special Education administrative staff in addition to the district administrative staff.

Alternative Schools' parents are involved in the education of their students through the development of a Student Success Plan (SSP) which is created at an initial -intake meeting. Special Education parents are involved through the development of the Individualized Educational Program/Individual Family Service Plan (IEP/IFSP) process. As an IEP team member, each parent/guardian participates in the development of annual academic, behavioral and linguistically appropriate goals for the student. Parents also receive quarterly communications (as frequently as the regular education students) regarding the student's goal progress at the same time that the non-disabled peers are receiving their progress reports. Parents are welcomed to contact their teachers with concerns or information that may be important for the student to succeed. Parents are encouraged to stay informed by attending events such as workshops, Open Houses at sites, holiday events and all-school theme/activity days.

8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –

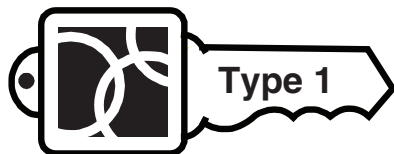
- a. To improve English language skills of LEP children; and
- b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.

Alternative Schools & Special Education:

1. All parents are encouraged to participate in the education of their students. Special Education EL parents are encouraged to attend their student's IEP/IFSP meeting and request a translator to speak to the parent in his/her native language. Parent input and participation are REQUIRED at any initial intake to determine placement into any Alternative Schools Program. Input from Alternative Schools parents are solicited, and where appropriate and available, parents are invited to participate in the Student Success Plan.
2. As a member of the student's IEP/IFSP team, parents are solicited for information regarding the student's performance and are encouraged to notify the school of any changes.
3. Direct and regular contact between school personnel and parents regarding attendance and behavior continues to be a strong component.
4. DELAC and ELAC provide parents opportunity to learn more about the programs and services for ELs.
5. A strong alliance with community organizations and agencies contributes to student achievement.
6. The SCCOE library offers many parental resources.
7. Parents are encouraged to be a vital member in their child's education by attending workshops, events at the student's school site (PTA, Back to School, Open House, etc.) and attend meetings such as School Site Council (SSC), Community Advisory Committee (CAC).

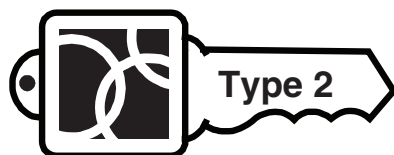
THE KEYS TO SUCCESSFUL SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

Epstein's Six Types of Involvement



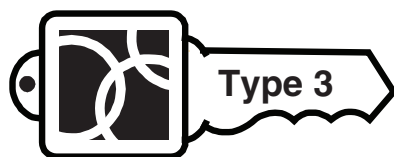
Parenting:

Assist families in understanding child and adolescent development and in setting home conditions that support children as students at each grade level. Assist schools in understanding families.



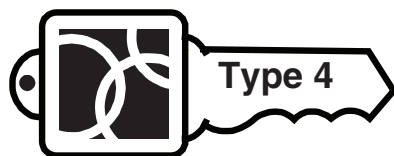
Communicating:

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



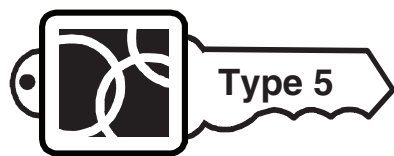
Volunteering:

Improve recruitment, training, and schedules to involve families as volunteers and audiences at the school and in other locations to support students and school programs.



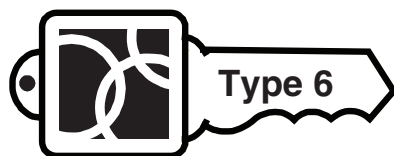
Learning at Home:

Involve families with their children in learning at home, including homework, other curriculum-related activities, and individual course and program decisions.



Decision Making:

Include families as participants in school decisions, governance, and advocacy through the PTA/PTO, school councils, committees, action teams, and other parent organizations.



Collaborating With the Community:

Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

Goal Area: English Language Development

Goal Title: All Limited English Proficient Students will become Proficient in English

The County Community school, in collaboration with the Coordinator of Multilingual Programs from the SCCOE Educational Services Department, has developed a master plan describing the English Learner (EL) program. The plan details how the County Community school will implement program policies, EL Academic plans, curriculum, assessment tools, as well as professional development.

Student groups and grade levels to participate in this goal:

Underachieving English Learners (EL) students



Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

EL students' academic performance will improve as measured on standards aligned formative assessments
EL students' academic performance will improve as measured on the California Standards Test.
The percentage of EL students passing the California High School Exit Exam will increase.
The number of EL students scoring proficient on the California English Language Development Test (CELDT) will increase.

Group data to be collected to measure academic gains:

Formative Assessments
California Standards Test
California High School Exit Exam
California English Language Development Test (CELDT)

SAMPLE SCCOE ONE-YEAR SPSA ADDENDUM TO SUPPORT PARENT ENGAGEMENT ACTIVITIES

School: SCCOE Alternative Education School				School Year: 2011-2012	
LEA PLAN GOAL 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.					
Desired result(s) for THIS goal: The school will increase parent engagement activities to support all limited-English-proficient students to become proficient in English and increase academic achievement.				How will the school measure the result(s)? The school's parents will complete surveys and participate in a focus group. Student achievement data will also be analyzed to determine future growth.	
Organize and schedule parent and community involvement activities to support THIS goal.					
ACTIVITIES	EPSTEIN'S FRAMEWORK TYPES 1-6	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE?	ASSIGNED TEAM MEMBERS
A team of five parents and staff will participate in a trainer-of-trainer program to create a SPSA Addendum and support parent engagement activities for parents of English learners. The leaders will be certified to provide parent education trainings.	5 Leadership	6/21/11 through 6/23/11	Middle & High	A leadership team will be selected to participate in the training by May, review the LEA Plan, and create school-based activities to support parent engagement in the LEA Plan at the June training.	The school's leadership team with support from Mary Ann Burke, Jesse Ramos, and Brenda Carrillo
The leadership team will select five parent education modules for parents of English learners to support parent communications, academic achievement, and health and wellness through participation in a Parent Project Program and added workshops.	1-4 Parenting Communicating, Volunteering, and Learning at Home	6/11 through 5/12	Middle & High	The leadership team will select five parent education program modules to provide parents at the June training and schedule these at convenient times for parents during the school year.	The school's leadership team with support from Mary Ann Burke, Jesse Ramos, and Brenda Carrillo
The leadership team will support the school site council training, the English learner advisory committee training, and the volunteer development training for parents of English learners at meetings and at the annual Title I meeting.	5-6 Decision Making and Collaborating	9/11 through 6/12	Middle & High	The leadership team will provide ongoing parent leadership support at school site council meetings, with school volunteers, at the annual Title I meeting, and at district advisory English learner committee meetings.	The school's leadership team with support from Mary Ann Burke, Jesse Ramos, and Brenda Carrillo
The leadership team will support the district-wide effort of creating a comprehensive parent engagement program for parents of English learners at all SCCOE school sites.	5-6 Decision Making and Collaborating	6/11 through 6/12	Middle & High	The leadership team will provide ongoing parent engagement leadership support through the district's school site councils and school site leadership teams.	The school's leadership team with support from Mary Ann Burke, Jesse Ramos, and Brenda Carrillo
What funds, supplies, and/or resources are needed for these activities? Title I Parent Involvement funds will be used to support parent education activities.					

MUESTRA DE LA ADICIÓN POR UN AÑO DE SPSA DE LA SCCOE PARA APOYAR LAS ACTIVIDADES DE PARTICIPACIÓN DE PADRES

Escuela: Escuela de Educación Alternativa de la SCCOE			Curso Escolar: 2011-2012		
OBJETIVO 2 DEL PLAN DE LA LEA: Todos los estudiantes con limitaciones en el idioma inglés alcanzarán un nivel de desarrollo adecuado en el idioma inglés y obtendrán altos resultados académicos donde cumplirán como mínimo con el nivel adecuado de aprovechamiento escolar en las materias de letras y matemáticas.					
Resultado(s) deseado(s) para ESTE objetivo: la escuela aumentará el número de actividades de participación de padres para apoyar a todos los estudiantes que tengan limitaciones en el idioma inglés y para aumentar su nivel de aprovechamiento académico.			¿Cómo se medirán estos resultados? Los padres de los estudiantes completarán encuestas y participarán en un grupo de enfoque. También se analizarán las informaciones de los estudiantes para determinar el crecimiento en el futuro.		
Organizar y crear un horario de actividades de participación de padres y de la comunidad para apoyar ESTE objetivo.					
ACTIVIDADES	TIPOS DE MARCO DE TRABAJO EPSTEIN 1-6	FECHA DE LA ACTIVIDAD	NIVEL(ES) DE GRADO	¿QUÉ SE NECESITA HACER?	MIEMBROS DEL EQUIPO ASIGNADOS
Un equipo de cinco padres y miembros del personal escolar participarán en un programa de entrenamiento de entrenadores para crear y apoyar actividades adicionales (SPSA) de participación de los padres de estudiantes que aprenden inglés como Segundo Idioma. Los líderes estarán certificados para ofrecer estos entrenamientos educativos a los padres.	5 Liderazgo	Desde el 6/21/11 hasta el 6/23/11	Secundaria y Segunda Enseñanza	Un equipo de liderazgo será elegido para participar en el entrenamiento del mes de mayo, se revisará el Plan de la LEA y se crearán actividades escolares de apoyo para la participación de los padres en el Plan de la LEA durante el entrenamiento del mes de junio.	El equipo de liderazgo de la escuela con el apoyo de Mary Ann Burke, Jesse Ramos y Brenda Carrillo.
El equipo de liderazgo seleccionará cinco modelos educativos para que los padres de estudiantes que aprenden inglés como segundo idioma reciban apoyo en áreas de la comunicación, el aprovechamiento académico, la salud y el bienestar a través de la participación en un Programa de Proyecto para Padres y talleres adicionales.	1-4 La Crianza, la Comunicación, el Trabajo Voluntario y el Aprendizaje en el Hogar	Desde 6/11 hasta 5/12	Secundaria y Segunda Enseñanza	El equipo de liderazgo seleccionará cinco modelos del programa educativo para padres que serán ofrecidos a los padres en el entrenamiento del mes de junio y se ofrecerán a los padres en horarios convenientes a través del curso escolar.	El equipo de liderazgo de la escuela con el apoyo de Mary Ann Burke, Jesse Ramos y Brenda Carrillo
El equipo de liderazgo apoyará el entrenamiento del consejo escolar, el entrenamiento del Consejo Consultivo para la Enseñanza de Inglés y el entrenamiento de desarrollo de voluntarios para padres de estudiantes que aprenden inglés como segundo idioma en reuniones y en la reunión anual del Programa Title I.	5-6 Tomar Decisiones y la Colaboración	Desde 9/11 hasta 6/12	Secundaria y Segunda Enseñanza	El equipo de liderazgo ofrecerá apoyo continuo al liderazgo de padres en reuniones del consejo escolar, con la participación de voluntarios, en la reunión anual del Programa Title I y en reuniones del comité consultivo para la enseñanza de inglés en el distrito.	El equipo de liderazgo de la escuela con el apoyo de Mary Ann Burke, Jesse Ramos y Brenda Carrillo
El equipo de liderazgo apoyará el esfuerzo en todo el distrito de crear un programa general de participación de padres para los padres de estudiantes que aprenden inglés como segundo idioma en todas las escuelas de la Oficina de Educación del Condado de Santa Clara (SCCOE).	5-6 Tomar Decisiones y la Colaboración	Desde 6/11 hasta 6/12	Secundaria y Segunda Enseñanza	El equipo de liderazgo ofrecerá apoyo a la participación de los padres como líderes a través de los consejos escolares del distrito y de los equipos de liderazgo escolares.	El equipo de liderazgo de la escuela con el apoyo de Mary Ann Burke, Jesse Ramos y Brenda Carrillo
¿Qué fondos, suministros y/o recursos se necesitan para estas actividades? Los fondos para la participación de los padres del Programa Title I se utilizarán para apoyar las actividades educativas de los padres.					

SCCOE ONE-YEAR SPSA ADDENDUM TO SUPPORT PARENT ENGAGEMENT ACTIVITIES

School:			School Year:		
LEA Plan Goal:					
Desired result(s) for THIS goal:			How will the school measure the result(s)?		
ORGANIZE AND SCHEDULE PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES TO SUPPORT THIS GOAL					
ACTIVITIES	EPSTEIN'S FRAMEWORK TYPES 1-6	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE?	ASSIGNED TEAM MEMBERS
What funds, supplies, and/or resources are needed for these activities?					

ADICIÓN POR UN AÑO DE SERVICIOS DE SPSA DE LA SCCOE PARA APOYAR LAS ACTIVIDADES DE PARTICIPACIÓN PARA LOS PADRES

Escuela:			Curso Escolar:		
Objetivo del Plan de la LEA:					
Resultados deseados para ESTE objetivo:			¿Cómo medirá la escuela estos resultados?		
ORGANIZAR Y PREPARAR ACTIVIDADES DE PARTICIPACIÓN DE LOS PADRES Y DE LA COMUNIDAD PARA APOYAR ESTE OBJETIVO					
ACTIVIDADES	TIPOS DE MARCO DE TRABAJO “EPSTEIN” 1-6	FECHA DE LA ACTIVIDAD	NIVEL(ES) DE GRADO	¿QUÉ SE NECESITA HACER?	MIEMBROS DEL EQUIPO ASIGNADOS

¿Qué fondos, suministros y/o recursos se necesitan para estas actividades?