

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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


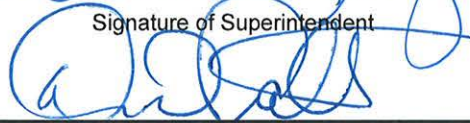
LEA Plan Information:

Name of Local Educational Agency (LEA): Placer County Office of Education County/District Code: 31-10314
Dates of Plan Duration (should be five-year plan): July 1, 2003 to October 30, 2017 Date of Local Governing Board Approval:

District Superintendent: Gayle Garbolino-Mojica
Address: 360 Nevada Street
City: Auburn, CA 95603
Phone: 530-889-5941 Fax: 530-888-1367

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

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

Gayle Garbolino-Mojica	May 12, 2016	
Printed or typed name of Superintendent	Date	Signature of Superintendent
Dr. David Patterson	May 12, 2016	
Printed or typed name of Board President	Date	Signature of Board President

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
X	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658) (flexed)
X	Career Technical Education (flexed)		Tenth Grade Counseling

X	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe): PAR (flexed)

The Plan

Placer County Office of Education- Plan Revisions: October 30, 2015 – October 30, 2020

The following groups participated in a needs assessment that included the review of program assessment tools, the need for professional development and future hiring, and current data on student achievement and program effectiveness:

- Staff members who serve at-risk youth, including foster and homeless students, reviewed current programs and strategies, data on student achievement and other student indicators of success (graduation, independent living, job and college).
- School Site Council for Alternative Education (court and community schools) reviewed student outcomes and goals and approved the Single Plan for Student Achievement.
- The Prevention Services Department reviewed data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use and delinquency and serious discipline problems in PCOE programs and Placer County in general. In collaboration with county agency partners, PCOE reviewed data related to prevention and early intervention mental health needs.

Groups reviewed data, evaluated the effectiveness of current programs and services, and identified gaps in services to these populations. Changes to programs and services were proposed based on the needs assessment and input from parents, students and staff. Groups prioritized proposals that were supported by current research on their effectiveness.

Needs Assessments

Each department met with staff and parent stakeholders and reviewed demographic information, student achievement data, and current programs and services.

The California Assessment of Student Performance and Progress (CAASPP) results from 2015, the first year scores were available, indicated that only 22% of the students met or exceeded the standard in ELA and 19% met or exceeded the standard in mathematics. The California High School Exit Exam has been discontinued by the State.

California English Language Development Test (CELDT) data from the 2015 Annual Assessment revealed that of the 38 students who were tested with the following result 12 % tested advanced, 31% test early advanced, 18% tested intermediate, 4% tested early intermediate, and 35% beginning.

Placer County Prevention Services will implement the following academic assessment practices in the 2016-2017 school year:

- 1) All foster, homeless, and Native American students served by Indian Ed funds, as well as some other high risk students, will receive universal screening in Reading and Mathematics upon intake into PCOE programs, and June, or exit from program. The purpose of the universal screening is to identify students who are at risk of not achieving to grade level content standards. The assessment instruments to be used for universal screening will be WRAT 4 for reading skills and math for mathematics skills.
- 2) All foster, homeless, and Native American students served by Indian Ed funds as well as some other high risk students will participate in variety of diagnostic assessment tools. The purpose of the diagnostic assessment tools is to identify academic deficiencies and create learning goals in specific skills for each at risk student. Each student will receive an intervention program designed to eliminate identified deficiencies. Their progress in these interventions will be monitored by PCOE staff and students themselves on a frequent basis through common formative assessments.
- 3) Students who are receiving intensive academic intervention will participate in frequent progress monitoring in order to measure the effectiveness of each intervention and to more appropriately adjust instruction.

Placer County Office of Education Profile

LEA Vision and Mission Statement

The vision of the Placer County Superintendent of Schools and the Placer County Board of Education is to provide exemplary leadership and services to schools, parents, and the community as we work together to provide a globally competitive, comprehensive, rigorous and relevant education to all students.

- The Placer County Office of Education (PCOE) is an educational leader and a valuable and respected resource in fiscal practices, educational programs, and student services.
- PCOE provides successful educational programs designed to educate a wide variety of students with diverse needs, birth through adult.
- PCOE monitors the fiscal health of districts and provides support services to insure availability and appropriate use of resources to students served by school districts.
- PCOE offers its technical and professional expertise to partnering agencies.
- PCOE collaborates with school districts, government agencies, and community-based organizations to increase student achievement and to enhance the development of youth in our county.

Services are offered in the following areas:

- Business and Finance
- Curriculum and Instruction Information Systems and Technology Regional Occupational Programs Court and Community Schools Independent Study Home Schooling
- Services for Foster, Homeless, and High Risk Children Categorical Programs Support for Districts
- Support of and collaborate with Districts in the implementation of the Foster Youth Services Coordination (FYSC) Plan
- Professional Development for Early Educators and Direct Services to Preschool Children in Early Childhood Education

Placer County Office of Education encompasses all public schools in Placer County, the Tahoe Truckee School District, which also serves Nevada County students and the Dry Creek and Roseville Joint Union High School Districts, which serve some students from Sacramento County, and the Sierra College District. PCOE exists to provide leadership, services, and resources to our schools and communities by providing direct educational programs for specific student populations; professional development for administrators, teachers, paraprofessionals, business officials and parents; and financial oversight of our districts' budgets. The 17 school districts vary from small and rural to semi-urban, with enrollments from 92 to 12,155 for a total of 69,831 students (2014-15 CDE data). PCOE provides high quality programs to Placer County's most high risk children and is committed to providing cohesive, countywide leadership for Placer County Districts.

School Profiles, Alternative Education

The mission of the Placer County Juvenile Court and Community Schools (JCCS) is to increase student achievement through rigorous and meaningful instruction to all students.

The Juvenile Court and Community Schools (JCCS) are established through the cooperative efforts of the Placer County Office of Education, local school districts, the Placer County Probation Department and the Placer County SMART (Special Multi-Agency Administration and Resource Team). Students served by the JCCS programs have been court-ordered through the Probation Department, expelled from a local school district, referred by the Probation Department, referred by the local School Attendance Review Board (SARB), placed in the Placer County Receiving Home, or voluntarily placed by parent agreement. Students often transition back and forth between the Court and the Community Schools, though at any given time the total population consists of 92% Community School students and 8% Court School students.

The JCCS program serves students in the Honour Schaps Juvenile Detention Facility, the Placer County Receiving Home, and the Community Schools in Truckee, Rocklin, and Loomis. The CARE class is located on one campus in Lincoln and is also part of the community school program. As of fall 2014, the CARE class, the county community school in Rocklin and the iLearn home study program were organized under a new county community charter school called Pathways Charter School. All schools and programs provide standards-based curriculum and instruction.

Specific Program Descriptions:

Tahoe-Truckee Community School consists of a classroom with students in grades 7-12. Both Placer and Nevada County Probation Departments offer support services, and counseling opportunities are also provided.

Koinonia Community School is situated in Loomis. The school consists of one classroom for students in grades 7-12 in a building operated by Koinonia Group Homes. Koinonia provides support to the students including counseling services and an after-school Independent Living Program.

The Intensive CARE Program located in Rocklin is comprised of five classrooms, serving students in grades 7-12. There are adjoining offices for school staff and Placer County Probation. The Youth Resource Center (YRC) provides after-school classes and services for all students, including those on probation. Classes address substance abuse, anger management, life skills, credit recovery, and 1:1 educational support. The Intensive CARE Program is one of three components of the new Pathways Charter School.

The CARE program (Community Action for Responsive Education) is the second of three parts of the Pathways Charter School. It is a partnership between the Placer County Office of Education and local school districts and provides a program tailored to the students' educational and behavioral needs. Services are provided at the student's school of residence. Each student is referred by their local school staff and their parents. A CARE team develops strategies to assist referred students to become academically and socially successful.

CARE students receive their core instruction from one teacher in a small classroom environment. CARE students are eligible to participate in elective courses, physical education, and extracurricular activities according to the school's student participation guidelines. The intent of CARE is to provide academic and social-emotional support so students can acquire the foundational skills necessary to succeed in the traditional classroom setting.

iLearn Academy, the third component of the Pathways Charter School, is an Independent Study program serving families with children in grades K-8 who desire to educate their children in an alternative setting.

According to our 2015 CBEDS submission, PCOE demographics are as follows:

- Community Schools: 45% Caucasian; 42% Hispanic or Latino; 6% African-American; 2% Native American; 2% Asian; and 3% multiple or no response.
- Court Schools: 31% Caucasian; 46% Hispanic or Latino; 15% African American; 8% Native American; 0% Asian; 0% Pacific Islander; and 0% multiple or no response.
- 86.8% of students enrolled in Court and Community Schools take part in the free lunch program.
- 31% of all students in the LEA take part in the free lunch program.
- English Learners in the LEA comprise 7% of the student population, and 1% of our students have been redesignated Fluent English Proficient.

Program Profile: Services for At-Risk Children and Youth

Placer County Office of Education focuses efforts and resources to build a comprehensive and coherent system of prevention and intervention services for the most vulnerable children in Placer County, including foster children, neglected children, children at risk of dropping out school, children involved with, or at risk of involvement with, law enforcement, and children with serious academic gaps or social/emotional or behavioral factors that create a high risk of school failure.

Using the research on Response to Intervention (RtI), research-based intervention systems, Positive Behavior Intervention and Supports, and research on implementation science, we work with school districts and health and human service partners to train educators to recognize risk factors, build resiliency in children and provide systematic and guaranteed interventions for all student who need them. This structure builds a Multi-tiered System of Support for student wellness helping students achieve their best. PCOE also provide academic and behavioral assessment and support and intervention to students and families by screening every foster youth placed in Placer County at least twice a year. Screening consist of a series of interview questions for protective and risk factors. Students who need additional support participate in academic and or behavioral assessments such as the Behavioral Emotional Rating Scale and the Forty Developmental Assets.

A regional California Mental Health Service Act grant supports this work by funding the development of county structure of collaboration and resource sharing among social service agencies and schools, and subsidizing Positive Behavior Intervention and Support (PBIS) training for districts and schools across a ten-county region.

Title I Part A funds are allocated in our plan to provide direct services to students through a network of academic, social emotional, and behavioral supports in coordination with our districts. These services support foster youth and homeless students most at-risk of academic failure and dropping out of school by removing barriers to student academic success. The services also and ensure smooth transitions and coordinated services for students moving in and out of our community and court schools, These services are organized using a Multi-tiered System of Support service delivery structure.

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

Description of Specific Actions to Improve Education Practice in Reading- Alternative Education		Persons Involved	Related Expenditures	Estimated Cost	Funding Source
1.	<u>Alignment of instruction with content standards:</u>				
1a.	Supplemental materials and technology will support alignment with Common Core State Standards and instruction in English Language Arts.	Alternative Education Administration and Teachers	Supplemental Materials- ELA Computer Leases	\$8,125.00 \$24,924.00	Title 1 A Title 1 A
1b.	Coaching and professional development for teachers. Teachers will also collect and analyze formative and summative ELA and English Learner data; analyze CAASPP data and plan and implement differentiated lessons aligned to the CCSS.	Instructional Coaches and Coordinators Alternative Education Administration and Teachers	Instructional Coaching Professional Development/ Conferences Teacher Release Time	\$55,949 \$5,450.00 \$1,328.00	Title 1 A Title 1 A Title II A: Improving Teacher Quality
1c.	NWEA MAP assessments in Reading and Language Usage will be used to identify students needing additional support including special education students and English language learners. Assess students three times per year.	Alternative Education Teachers and Administration. Coordinator of Assessment and Accountability	NWEA MAP (Measures of Academic Progress) Assessment administered 3 times per year to guide instruction, intervention and assess growth.	\$1,350.00	Title 1 A
1d.	Provide Intervention Teachers to support individual student learning needs and small group instruction.	Alternative Education Intervention	Intervention Teachers	\$93,822.00	Title 1 A

	Teachers and Teaching Assistants			
2. <u>Extended Learning Time:</u>				
2a. Field trips and guest speakers will offer opportunities for students to connect academic learning to real world experiences through such activities as college and career visitations, student participation in application enhanced programs such as Outdoor Environmental Education Camp and robotics building and the addition of curriculum support through supplemental materials and instruction fostering problem solving and critical thinking. Supplemental Intervention to increase student engagement and improve school climate in order to support academic achievement.	School Site Council Alternative Education Teachers and Administration	Single Plans for Student Achievement	\$20,727.50	Title 1 A
3. <u>Staff development and professional collaboration aligned with standards-based instructional materials:</u>				
3a. Instructional coaches facilitate collaboration time with teachers, analyzing formative and summative assessment data and providing staff development aligning standards based instructional materials.	Instructional Coaches and Coordinators	Instructional Coaches	See 1b.	Title 1 A
4. <u>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</u>				
4a. Activities and parent trainings will be provided: Parent outreach and Nurtured Heart parenting classes, informational meetings regarding Common Core State Standards, student behavior and attendance, increasing parent involvement through technology and transition meetings to support a successful transition back to district of residence. These services provided to parents in culturally and linguistically appropriate ways.	Alternative Education Staff	Parent Training Costs- staff and materials	\$5,903.00	Title 1 A: Parental Involvement
5. <u>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</u>				
5a. Staff will provide enhanced behavioral and social/emotional support to remove barriers to student achievement in all settings by fostering student resiliency. All staff are trained in Positive Behavioral Interventions and Supports.	Behavior Specialist, Student Support Intervention Specialist and School	Student Support Intervention Specialist Behavior Specialist	\$58,065.00 \$31,632.00	Title 1 A Title 1 D

	Counselor	School Counselor	\$2,500.00	Title 1 A
5b. Alternative Education staff will continue to implement Positive Behavioral Interventions and Support (PBIS) and will participate in ongoing training.	PBIS Coach, Alternative Education Administration and Teachers	School Wide Information System (SWIS) and PBIS Trainers	\$5,8000	Title 1 A

Description of Specific Actions to Improve Education Practice in Mathematics- Alternative Education	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
1. <i>Alignment of instruction with content standards:</i>				
1a. Supplemental materials and technology will support alignment with Common Core State Standards and instruction in Mathematics.	Alternative Education Administration and Teachers	Supplemental Materials - Mathematics and Programming and Robotics	\$8,125.00	Title 1 A
		Computer Leases	\$24,924.00	Title 1 A
1b. Provide coaching and professional development for teachers. Teachers will also collect and analyze formative and summative mathematics data; plan and implement differentiated lessons aligned to the CCSS.	Instructional Coaches and Coordinators Alternative Education Administration and Teachers	Instructional Coaching	\$55,949	Title 1 A
		Professional Development/ Conferences	\$5,450.00	Title 1 A
		Teacher Release Time	\$1,328.00	Title II A: Improving Teacher Quality
1c. NWEA MAP assessments as well as CAASPP data in Mathematics will be used to identify students needing additional support including special education students and English language learners. Assess students three times per year.	Alternative Education Teachers	NWEA MAP (Measures of Academic Progress)	\$1,350.00	Title 1 A
	Coordinator Assessment	Assessment administered 3		

	and Accountability	times per year to guide instruction, intervention and assess growth.		
1d. Provide Intervention Teachers to support individual student learning needs and small group instruction.	Alternative Education Intervention Teachers	Intervention teachers and Teaching Assistants	\$93,822.00	Title 1 A
2. <u>Extended Learning Time:</u>				
2a. Field trips and guest speakers will offer opportunities for students to connect academic learning to real world experiences through such activities as college and career visitations, student participation in application enhanced programs such as Outdoor Environmental Education Camp and robotics building and the addition of curriculum support through supplemental materials and instruction fostering problem solving and critical thinking. Supplemental Intervention to increase student engagement and improve school climate in order to support academic achievement.	School Site Council Alternative Education Teachers and Administration	Single Plans for Student Achievement	\$20,727.50	Title 1 A
3. <u>Staff development and professional collaboration aligned with standards-based instructional materials:</u>				
3a. Instructional coaches facilitate collaboration time with teachers, analyzing formative and summative assessment data and providing staff development aligning standards based instructional materials.	Instructional Coaches and Coordinators	Instructional Coaching	See 1b	Title 1 A
4. <u>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</u>				
4a. Activities and parent trainings will be provided: Parent outreach and Nurtured Heart parenting classes, informational meetings regarding Common Core State Standards, student behavior and attendance, increasing parent involvement through technology and transition meetings to support successful reintegration back to district of residence.	Alternative Education Staff	Parent Training Costs-staff and materials	\$5,903.00	Title 1 A: Parental Involvement
5. <u>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</u>				

5a. Staff will provide enhanced behavioral and social/emotional support to remove barriers to student achievement in all settings through reducing behavior support assistants and increasing staff related to increasing student resiliency.	Behavior Specialist, Student Support Intervention Specialist and School Counselor	Student Support Intervention Specialist	\$58,065.00	Title 1 A
		Behavior Specialist	\$31,632.00	Title 1 D
		School Counselor	\$2,500.00	Title 1 A
5b. Alternative Education staff will continue to implement Positive Behavior Interventions and Support and will participate in ongoing training.	Alternative Education Administration and Teachers	SWIS data collection system, PBIS Training, Behaviorist	See 5b Reading	Title 1 A

Description of Specific Actions to Improve Education Practice in Reading- At-Risk Children	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
1. <u>Alignment of instruction with content standards</u>				
1a. Staff will identify the foundational skills required for mastery of key aspects of reading by grade level Common Core standards and provide intervention focused on state content standards and their prerequisite skills.	Program Manager Intervention Staff	.10 Program Manager	\$13,003	Title 1A
		1.5 Intervention Practitioners	\$22,975 \$45,349	Title VII Title 1A
1b. Staff will utilize ongoing formative assessment to monitor learning and adjust instructional delivery as appropriate	Program Manager Intervention Staff Coordinator Assessment and Accountability	.10 Program Manager	See 1a	See 1a
		1.5 Intervention Practitioners	See 1a	See 1a
		.50 Coordinator	\$40,108 \$26,739	Title 1A Title 1D

1c. Materials and supplies for intervention and instruction	Program Manager Intervention Staff	Materials and supplies	\$2500	Title 1A
1d. Program Manager meets regularly with Intervention Staff to review student progress (and modify, if necessary) in relation to content Common Core standards.	Program Manager Intervention Staff Coordinator Assessment and Accountability	.10 Program Manager	See 1a	See 1a
		1.5 Intervention Practitioners	See 1a	See 1a
		.50 Coordinator	See 1b	See 1b
1e. Career Technical Education (CTE) Support Staff focus on standards for Career Ready Practice and Pre- employment Transition Skills (PETS).	Executive Director,	.0545 Executive Director	\$9,359	DOR/TPP
	Program Manager,	.40 Program Manager	\$46,758	DOR/TPP
	Employment Specialist,	.90 Employment Specialist	\$53,389	DOR/TPP
	Employment Specialist,	.4038 Employment Specialist	\$22,539	DOR/TPP
	Vocational Specialist,	1.0 Vocational Specialist	\$47,329	DOR/TPP
	SSP Support Staff	.3388 SSP .05 Support Staff	\$27,686 \$4,823	DOR/TPP DOR/TPP
1f. Professional Development: The coordinator will organize and facilitate the use of previously created tools and curricula that will assist teachers with delivery of quality CTE Pathways Instruction.	Executive Director	0.0125 FTE Exec Dir	\$2,196	through CDE supported by Carl Perkins Belp Contract
1g. CTE Model Curriculum Standards Training – the coordinator will conduct two, 1 day trainings that will introduce instructors to the new CTE Model Curriculum Standards & begin integrating them into their course outlines to be accessible for all students.	BELP Coordinator	0.125 FTE BELP Coordinator	\$16,108	through CDE supported by Carl Perkins Belp Contract
2. <u>Use of standards-aligned instructional materials and strategies:</u>				

2a. Supplemental materials purchased for tutoring at-risk students will support the California Common Core standards and state/board adopted curricula.	Program manager Intervention Staff	WRAT 4	\$350	Title IA
2b. Intervention Staff will use intervention materials taken from state adopted (K-8) or standards aligned (9-12) curriculum as well as skill-based intervention materials aligned with identified foundational skills and ELA content standards, all of which support Common Core content standards.	Program Manager Intervention Staff	Instructional Materials	Previously purchased	n/a
		.10 Program Manager	See 1a	See 1a
2c. Program Manager will meet regularly with Intervention Staff to review and analyze student formative assessment data and student self-monitoring tools and make appropriate changes in support strategies.	Program Manager Intervention Staff	1.5 Intervention Practitioners	See 1a	See 1a
		.10 Program Manager	See 1a	See 1a
2d. The Executive Director and Program Manager will confirm use of standards-aligned instructional materials used by CTE Instructors.	Executive Director, Program Manager	1.5 Intervention Practitioners	See 1a	See 1a
		Personal Data Wizard Roadtrip Nation Assessments / Interest Inventories Conover	\$300 \$200 \$500 \$1500 (Previously Purchased) \$1,040	DOR/TPP Carl Perkins
2e. Staff/Professional Development time is allocated to provide training in the use of standards-aligned instructional programs/ materials.	Executive Director CTE Instructors	0.0125 FTE Exec Dir	\$2,196	BELP Contract through CDE supported by Carl Perkins
2f. The attendees of the CTE Model Curriculum Standards training will bring samples of updated programs of study, courses, and lesson plans that have been used previously to serve as examples.	BELP Coordinator	0.125 FTE BELP Coordinator	\$16,108	through CDE supported by Carl Perkins BELP Contract

2g. Pre-K teachers will work in PLC to analyze data and plan instruction to address gaps in learning.	Early Childhood Education Administrators and Staff	12 PTE Pre-K Site Supervisors and Teachers	\$100,000	Title I
2h. Pre-K teachers will provide CCSS aligned instruction including language development, literacy and numeracy.				
2i. Pre-K teachers will provide tiered social, emotional and behavior support through PBIS.				
2j. Pre-K teachers will help parents support their children and implement PBIS.				
3. <u>Extended learning time:</u>				
3a. Extended, supplemental instruction will be provided by Intervention Staff for at-risk students in high need schools including homeless, foster youth and Native American.	Intervention Staff	1.5 Intervention Practitioners	See 1a	Title 1A Title VII
3b. Mileage/Vehicle/Maintenance/Technology/Copies		Mileage Vehicle Maintenance Technology/ Phones Copies	\$4500 \$3500 \$1500 \$8600 \$3600	Title 1A
4. <u>Increased access to technology:</u>				
4a. Benchmark and formative assessments data will be available via student Database (Aeries), even as students transfer from one school site to another.	Program Manager Intervention Staff	.10 Program Manager 1.5 Intervention Practitioners	See 1a	Title 1A Title VII
4b. The coordinator will provide technical assistance to B&F and MSS teachers and school administration. Technical assistance includes, but is not limited to, working one on one with individual teachers and or administrators, answering questions and providing information regarding programs and curriculum.	BELP Coordinator	0.125 FTE BELP Coordinator	\$16,108	BELP Contract through CDE supported by Carl Perkins
5. <u>Staff development and professional collaboration aligned with Common Core standards-based instructional materials:</u>				

5a. Intervention Staff will receive regular professional development in determination of skills necessary for success in grade level content work.	Program Manager Intervention Staff	.10 Program Manager 1.5 Intervention Practitioners	See 1a	Title 1A Title VII
5b. PCOE Professional Development Coordinators will provide training in researched-based highly effective first instruction that will support Alternative Education Teachers and At-Risk I Intervention Staff with planning and delivering lessons based on Common Core\State Standards.	PD Coordinators	1.3 PD Coordinators	\$179,161	Title 1A
5c. PCOE Professional Development coordinators will provide specialized coaching follow-up support to training in highly effective first instruction based on implementation evidence gathered through observations.	Coordinator Assessment and Accountability	.50 Coordinator .20 Secretary Travel Books	See 1b \$14,593 \$4000 \$1900	See 1b Title 1D Title 1A Title 1A
5d. Intervention Staff will receive training in use of WRAT 4 assessment to identify gaps in students' knowledge (foundational and prerequisite skills) and determine growth.	Program Manager Intervention Staff Coordintaor Assessment and Accountability	.10 Program Manager 1.5 Intervention Practitioners .50 Coordinator	See 1a and 1b	Title 1A Title VII
5e. Intervention Staff will continue to receive training in interventions appropriate for the specific needs of individual students and to monitor each students intervention so as to accelerate learning for at risk-students.	Program Manager Intervention Staff PD Coordinators	.10 Program Manager 1.5 Intervention Practitioners 1.3 PD Coordinators	See 1a and 1b	Title 1 Title VII
5f. CTE Model Curriculum Standards trainings will be held in different parts of the state. The coordinator will bring samples of updates programs of study, courses, and lesson plans. Coordinator will also make instructors aware of various resources – CTEOnline, CalCRN, etc.	BELP Coordinator	0.125 FTE BELP Coordinator	\$16,108	BELP Contract through CDE supported by Carl Perkins
5g. Curriculum Development coaching and PLC time PCOE coordinators will conduct curricula development team meeting to write lesson plans and/or PBL project, which will integrate the CCSS and Standards for Career Ready Practice	ELA & Math Coordinators	0.20 FTE PD Coordinator	\$27,104	CTE Incentive Grant

6.	<u>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</u>				
6a.	Parent Community Liaison will provide low-income and Spanish-speaking parents with information about how to improve the success of their children in school, including information about standards, interpreting assessment data, accessing services and intervention, etc.	Coordinator, Categorical Programs and Student Support, Parent Community Liaison	.0230 Coordinator .4455 Community Liaison	\$3,425 \$26,144	Title I A Title I A
7.	<u>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</u>				
7a.	Intervention Staff will work one-on-one or with small groups with homeless, Native American and at-risk students to reinforce reading skills aligned with Common Core content standards.	Intervention Staff	1.5 Intervention Practitioners	See 1a	Title 1A Title VII
7b.	Academic and emotional/behavioral support will be provided for at-risk students and foster youth in high need schools and for students transitioning to and from alternative settings and their districts of residence. Staff will support implementation of FYSC Plan, provider coordination, collaboration, and oversight for local and state policy.	Exec. Director, Coordinator, SSPs, Parent Community Liaison	.2263 Exec. Director .24 Coordinator .1770 Coordinator .42 SSP1 .2076 SSP1 .0336 SSP1 .67 SSP2 .33 SSP2 .30 Community Liaison Materials/Supplies Travel and Conference Materials/Supplies Travel and Conference IT/Copies/Vehicles	\$38,862 \$35,743 \$26,360 \$34,321 \$16,965 \$2,746 \$52,580 \$25,897 \$17,605 \$4,353 \$13,183 \$764 \$5,840 \$9,886	FYS FYS McKinney FYS McKinney Title IA FYS McKinney McKinney McKinney McKinney FYS FYS FYS

8. <u>Monitoring program effectiveness:</u>				
8a. PCOE monitors the program for effectiveness through a variety of ways, including: <ul style="list-style-type: none"> Formative assessments throughout the year Analysis of test data and API/AYP (as becomes available) at each school and by individual student CAASPP and CELDT data analysis by student Program Manager meets regularly with Intervention Staff to review and analyze student work to determine instructional needs Use of assessment data to determine "value added" through various programs and interventions 	Program Manager Coordinator Assessment and Accountability	.10 Program Manager .50 Coordinator	See 1a and 1b	Title 1A
9. <u>Targeting services and programs to lowest-performing student groups:</u>				
9a. In addition to providing a high quality integrated academic experience for students enrolled in PCOE programs, PCOE Educational Services Division helps schools meet the needs of their lowest performing students by fundamentally changing "systems" and adult beliefs and behaviors. PCOE is partnering with multiple government and community agencies to implement the SARB, Multi-tiered support process and provide an integrated "wraparound" approach to addressing identified learning barriers of at risk youth in our county. Services include: <ul style="list-style-type: none"> Training, support and monitoring services to help schools implement Positive Behavioral Interventions and Supports Training, support, and monitoring services for PBIS Teams Parent training 	Student Support Practitioners (SSPs) Coordinator, Categorical Programs and Student Support; Coordinator, Community Liaison	Student Support Practitioners (SSPs) Coordinator, Categorical Programs and Student Support	See 7b See 7b	See 7b See 7b
10. <u>Any additional services tied to student academic needs:</u>				
10a. Provide districts assistance in development of Safe Schools Plans including a tobacco free campus/ ensure district board policies are in place and tobacco free signs are posted at all campuses.	Exec. Director Educational Services, Program Manager	.0644 Exec. Director Educational Services .27 Program Manager	\$11,059 \$31,562	TUPE

10a. Provide staff support and materials to administer CHKS to participating LEAs in PCOE consortium. Provide IT support to same districts disseminate CHKS data (district website, parent handbooks, etc.).	Program Manager	.07 Program Manager	\$8,183	Tier I TUPE Grant
		Materials/Supplies	\$2,000	
10b. Specialized employment skills services provided by Department of Rehabilitation for students identified as having barriers to employment.	Exec. Director of Interagency Facilitation	PRIDE Industries	\$30,146	DOR
10c. Information dissemination: The coordinator disseminates a multitude of resources for teachers/students/educators. Among these resources are: career readiness best practices; career search materials, materials on entrepreneurship, soft skills development, best online (free) validated resources for teachers, how to promote your CTE program, building business partnerships, etc.	BELP Coordinator	Subscription to Constant Contact	\$750	BELP Contract through CDE supported by Carl Perkins
10d. Informational webinars: information provided will include, but not be limited to: financial literacy, best practices, getting students to perform in quadrant D, and additional resources will be provided for teachers.	BELP Coordinator	0.125 FTE BELP Coordinator	\$16,108	BELP Contract through CDE supported by Carl Perkins

Description of Specific Actions to Improve Education Practice in Mathematics- At-Risk Children	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
1. <u>Alignment of instruction with content standards</u>				
1a. Staff will identify the foundational skills required for mastery of key aspects of mathematics by grade level Common Core standards and provide intervention focused on state content standards and their prerequisite skills.	Program Manager Intervention Staff	.10 Program Manager 1.5 Intervention Practitioners	\$13,003 \$22,975 \$45,349	Title 1A Title VII Title 1A

1b. Staff will utilize ongoing formative assessment to monitor learning and adjust instructional delivery as appropriate	Program Manager Intervention Staff Coordinator Assessment and Accountability	.10 Program Manager 1.5 Intervention Practitioners .50 Coordinator	See 1a See 1a \$40,108 \$26,739	See 1a See 1a Title 1A Title 1D
1c. Materials and supplies for intervention and instruction	Program Manager Intervention Staff	Materials and supplies	\$2500	Title 1
1d. Career Technical Education (CTE) Support Staff focus on standards for Career Ready Practice and Pre- employment Transition Skills (PETS).	Executive Director, Program Manager, Employment Specialist, Employment Specialist, Vocational Specialist, SSP Support Staff	.0545 Executive Director .40 Program Manager .90 Employment Specialist .4038 Employment Specialist 1.0 Vocational Specialist .3388 SSP .05 Support Staff	See 1e Reading	See 1e
1e. Professional Development: The Executive Director and BELP Coordinator will organize and facilitate the use of standards-based resources, tools and curricula that will assist teachers with delivery of quality CTE Pathways Instruction.	Executive Director BELP Coordinator	0.0125 FTE Exec Dir 0.125 FTE BELP Coordinator	\$2,196 \$16,108	CTE Incentive Grant & Perkins

1f. CTE Model Curriculum Standards Training – the coordinator will conduct two, 1 day trainings that will introduce instructors to the new CTE Model Curriculum Standards & begin integrating them into their course outlines to be accessible for all students.	BELP Coordinator	0.125 FTE BELP Coordinator	\$16,108	BELP Contract through CDE supported by Carl Perkins
2. <u>Use of standards-aligned instructional materials and strategies:</u>				
2a. Supplemental materials purchased for tutoring at-risk students will support the California Common Core standards and state/board adopted curricula.	Program manager Intervention Staff	WRAT 4	\$350	Title IA
2b. Intervention Staff will use intervention materials taken from state adopted (K-8) or standards aligned (9-12) curriculum as well as skill-based intervention materials aligned with identified foundational skills and Mathematics content standards, all of which support Common Core content standards.	Program Manager Intervention Staff	Instructional Materials .10 Program Manager 1.5 Intervention Practitioners	Previously purchased See 1a	n/a See 1a
2c. Program Manager will meet regularly with Intervention Staff to review and analyze student formative assessment data and student self-monitoring tools and make appropriate changes in support strategies.	Program Manager Intervention Staff	.10 Program Manager 1.5 Intervention Practitioners	See 1a	See 1a
2d. The Executive Director and Program Manager will confirm use of standards-aligned instructional materials used by CTE Instructors.	Executive Director, Program Manager	Personal Data Wizard Roadtrip Nation Assessments / Interest Inventories Conover	\$300 \$200 \$ 500 \$1500 (Previously Purchased) \$1,040	DOR/TPP
2e. Staff/Professional Development time and coaching is allocated to provide training in the use of standards-aligned instructional programs/ materials.	Executive Director, ELA & Math Coordinators CTE Instructors	0.0125 FTE Exec Dir 0.20 FTE Coordinators	\$2,196 \$27,728	CTE Incentive Grant

2f. The attendees of the CTE Model Curriculum Standards training will bring samples of updated programs of study, courses, and lesson plans that have been used previously to serve as examples.	BELP Coordinator	0.125 FTE BELP Coordinator	\$16,108	BELP Contract through CDE supported by Carl Perkins
2g. Pre-K teachers will work in PLC to analyze data and plan instruction to address gaps in learning. 2h. Pre-K teachers will provide CCSS aligned instruction including language development, literacy and numeracy. 2i. Pre-K teachers will provide tiered social, emotional and behavior support through PBIS 2j. Pre-K teachers will help parents support their children and become strong advocates for their Growth and welfare.		8 PTE Pre-K Teachers	\$100,000	Title I
3. <u>Extended learning time:</u>				
3a. Extended, supplemental instruction will be provided by Intervention Staff for at-risk students in high need schools including homeless, foster youth and Native American.	Intervention Staff	1.5 Intervention Practitioners	See 1a	Title 1A Title VII
3b. Mileage/Vehicle/Maintenance/Technology/Copies		Mileage Vehicle Maintenance Technology/ Phones Copies	\$4500 \$3500 \$1500 \$8600 \$3600	Title 1A
4. <u>Increased access to technology:</u>				
4a. Benchmark and formative assessments data will be available via student Database (Aeries), even as students transfer from one school site to another.	Program Manager Intervention Staff	.10 Program Manager 1.5 Intervention Practitioners	See 1a	Title 1 Title VII
4b. Partnerships and Professional learning networks The CTE Executive Director and BELP Coordinator will provide Technical assistance to CTE teachers and school administration. Technical assistance includes, but is not limited to, working one on one with individual teachers and or administrators, answering questions and providing information regarding programs and curriculum.	Executive Director CTE Instructors BELP Coordinator	0.0125 FTE Exec Dir 0.125 FTE BELP Coordinator	\$2,196 \$16,108	CTE Incentive Grant BELP Contract through CDE supported by Carl Perkins

5. <u>Staff development and professional collaboration aligned with Common Core standards-based instructional materials:</u>				
5a. Intervention Staff will receive regular professional development in determination of skills necessary for success in grade level content work.	Program Manager Intervention Staff	.10 Program Manager 1.5 Intervention Practitioners	See 1a	Title 1A Title VII
5b. PCOE Professional Development Coordinators will provide training in researched-based highly effective first instruction that will support Alternative Education Teachers and At-Risk I Intervention Staff with planning and delivering lessons based on Common Core\State Standards.	1.3 PD Coordinators	1.3 PD Coordinators	\$179,161	Title 1A
5c. PCOE Professional Development coordinators will provide specialized coaching follow-up support to training in highly effective first instruction based on implementation evidence gathered through observations.	.50 Coordinator Secretary Travel Books	.50 Coordinator .20 Secretary Travel Books	See 1b \$14,593 \$4000 \$1900	See 1b Title 1D Title 1A Title 1A
5d. Intervention Staff will receive training in use of WRAT 4 assessment to identify gaps in students' knowledge (foundational and prerequisite skills) and determine growth.	Program Manager Intervention Staff Coordintaor Assessment and Accountability	.10 Program Manager 1.5 Intervention Practitioners .50 Coordinator	See 1a and 1b	Title 1A Title VII
5e. Intervention Staff will continue to receive training in interventions appropriate for the specific needs of individual students and to monitor each students intervention so as to accelerate learning for at-risk students.	Program Manager Intervention Staff PD Coordinators	.10 Program Manager 1.5 Intervention Practitioners 1.3 PD Coordinators	See 1a and 1b	Title 1A Title VII
5f. CTE Model Curriculum Standards trainings will be held in different parts of the state. The coordinator will bring samples of updates programs of study, courses, and lesson plans. Coordinator will also make instructors aware of various resources – CTEOnline, CalCRN, etc.	BELP Coordinator	0.125 FTE BELP Coordinator	\$16,108	BELP Contract through CDE supported by Carl Perkins

5g. Curriculum Development coaching and PLC time PCOE coordinators will conduct curricula development team meeting to write lesson plans and/or PBL project, which will integrate the CCSS and Standards for Career Ready Practice	ELA & Math Coordinators	0.20 FTE PD Coordinator	\$27,104	CTE Incentive Grant
6. <u>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</u>				
6a. Parent Community Liaison will provide low-income and Spanish-speaking parents with information about how to improve the success of their children in school, including information about standards, interpreting assessment data, accessing services and intervention, etc.	Coord., Categorical Programs and Student Support, Parent Community Liaison	.0230 Coordinator .4455 Community Liaison	See 6a Reading See 6a Reading	Title I A Title I A
7. <u>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</u>				
7a. Intervention Staff will work one-on-one or with small groups with homeless, Native American and at-risk students to reinforce reading skills aligned with Common Core content standards.	Intervention Staff	1.5 Intervention Practitioners	See 1a	Title 1A Title VII
7b. Academic and emotional/behavioral support will be provide for at-risk students and foster youth in high need schools and for students transitioning to and from alternative settings and their districts of residence. Staff will support implementation of FYSC Plan, provider coordination, collaboration, and oversight for local and state policy.	Exec. Director, Coordinator, SSPs, Parent Community Liaison	.2263 Exec. Director .24 Coordinator .1770 Coordinator .42 SSP1 .2076 SSP1 .0336 SSP1 .67 SSP2 .33 SSP2 .30 Community Liaison Materials & Supplies Travel/	See 7b Reading See 7b Reading See 7b Reading See 7b Reading See 7b Reading See 7b Reading See 7b Reading See 7b Reading See 7b Reading	FYS FYS McKinney FYS McKinney Title IA FYS McKinney McKinney McKinney

		Conference	See 7b Reading	McKinney
		Materials/ Supplies	See 7b Reading	FYS
		Travel/ Conference	See 7b Reading	FYS
		IT/Copies/ Vehicles	See 7b Reading	FTS
8. <u>Monitoring program effectiveness:</u>				
8a. PCOE monitors the program for effectiveness through a variety of ways, including: <ul style="list-style-type: none"> Formative assessments throughout the year Analysis of test data and API/AYP (as becomes available) at each school and by individual student CAASPP and CELDT data analysis by student Program Manager meets regularly with Intervention Staff to review and analyze student work to determine instructional needs Use of assessment data to determine "value added" through various programs and interventions 	Program Manager Coordinator Assessment and Accountability	.10 Program Manager .50 Coordinator	See 1a and 1b	Title 1A
9. <u>Targeting services and programs to lowest-performing student groups:</u>				
9a. In addition to providing a high quality integrated academic experience for students enrolled in PCOE programs, PCOE Educational Services Division helps schools meet the needs of their lowest performing students by fundamentally changing "systems" and adult beliefs and behaviors. PCOE is partnering with multiple government and community agencies to implement the SARB, Multi-tiered support process and provide an integrated "wraparound" approach to addressing identified learning barriers of at risk youth in our county. Services include: Training, support and monitoring services to help schools implement Positive Behavioral Interventions and Supports Training, support, and monitoring services for PBIS Teams.	Directors of Ed Services/ Interagency Facilitation Student Support Practitioners (SSPs) Coordinator, Categorical Programs and Student Support; Coordinator,	Exec. Director of Interagency Facilitation Student Support Practitioners (SSPs) Coordinator, Categorical Programs and Student Support	See 7b Reading See 7b Reading See 7b Reading	See 7b Reading See 7b Reading See 7b Reading

	Community Liaison			
10. <u>Any additional services tied to student academic needs:</u>				
10a. Provide districts assistance in development of Safe Schools Plans including a tobacco free campus/ ensure district board policies are in place and tobacco free signs are posted at all campuses.	Exec. Director Educational Services	.0644 Exec. Director Educational Services .27 Program Manager	See 10a Reading See 10a reading	TUPE TUPE
10c. Provide staff support and materials to administer CHKS to participating LEAs in PCOE consortium. Provide IT support to same districts disseminate CHKS data (district website, parent handbooks, etc.)	Program Manager	.07 Program Manager Materials/ Supplies	See 10a Reading See 10a Reading	Tier I TUPE Grant
10d. Specialized employment skills services provided by Department of Rehabilitation for students identified as having barriers to employment	Exec. Director of Interagency Facilitation	PRIDE Industries	\$30,146	DOR
10f. Information dissemination: The coordinator disseminates a multitude of resources for teachers/students/educators. Among these resources are: career readiness best practices; career search materials, materials on entrepreneurship, soft skills development, etc.	Executive Director, CTE Belp Coordinator	Subscription to Constant Contact	\$750	BELP Contract through CDE supported by Carl Perkins
10g. Informational webinars: information provided will include, but not be limited to: financial literacy, best practices, getting students to perform in quadrant D, and additional resources will be provided for teachers.	BELP Coordinator	See 5f	See 5f	BELP Contract through CDE supported by Carl Perkins