

Marin County Office of Education
Coordinated
***Single Plans for Student
Achievement***
2012-2013

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Special Education
CDS Code 21-10215-6069504
415-491-6612

***County Community School (CCS)/Juvenile Hall (JH)/
ORACLE Independent Study***
CDS Code 21-10215-2130037
415-499-5804

Phoenix Academy
CDS Code 21-10215-2130102
415-499-5804

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**Marin County Office of Education School Leadership Team
2012-2013 SCHOOL YEAR
Special Education Program**

Raquel Rose

Typed name of Chairperson

Signature

Date

Names and role (program manager, teacher, parent, other staff or student) of members

Teri McLaughlin, Program Manager	Betty Lituanio, Parent (11-12)
Janelle Campbell, Program Manager	Sarah King, Parent (11-12)
Rockne Beeman, Teacher	
Melinda Stuart, Teacher	

**Marin County Office of Education School Leadership Team
2012-2013 SCHOOL YEAR
County Community School/Juvenile Hall/ORACLE Independent Study
and Phoenix Academy**

Lisa Schwartz, Director

Typed name of Chairperson

Signature

Date

Names and role (program manager, teacher, parent, other staff or student) of members

Jon Lenz, Director	Student, to be determined
Karen Allen, Program Manager	Student, to be determined
TBD, Probation Officer	Ryan D., Alumnus Student
Nancy Northrup, Teacher	TBD, Parent
Susan Hughes, Teacher	TBD, Alumnus Parent

Marin County Office of Education School Information/Descriptions

SPECIAL EDUCATION

The purpose of the Special Education program is to provide coordinated programs and services to disabled students residing in Marin County and to support student achievement through progress on Individual Education Plan (IEP) goals. Services are provided to Special Education students in five settings. Students in Special Day Classes (SDC) spend the majority of the day in a Special Education class. In the Resource Specialist Program (RSP), Designated Instruction and Services (DIS) programs and full inclusion, students spend the majority of the day in regular education classes and may participate in separate specialized instruction. When no appropriate public school program is available to meet the needs of a Special Education student, placement is made in a certified nonpublic school (NPS). The Marin County Office of Education serves Special Education students from all Marin County school districts.

COUNTY COMMUNITY SCHOOL/JUVENILE HALL/ORACLE INDEPENDENT STUDY

The Alternative Education programs of County Community School/Juvenile Hall serve students who have been referred due to chronic truancy, severe behavioral problems or involvement with the juvenile justice system. Students with Special Education needs receive Resource Specialist or Special Day Class support on the County Community School campus. ORACLE Independent Study is an alternative teaching strategy for students whose educational needs cannot be met in a classroom setting because of behavioral issues, work commitments, pregnancy or parenting of young children. The goal of these Alternative Education programs is to prepare students to successfully return to district schools by helping them to re-establish appropriate school behavior. Students may also meet high school graduation requirements within our programs and prepare to successfully transition to the world of work or higher education. The Marin County Community School programs provide specialized services in a supportive environment in which our students have the opportunity to develop their potential.

PHOENIX ACADEMY

The goal of Phoenix Academy is to provide adolescents, who have abused alcohol and/or other drugs, an innovative academic and therapeutic program in partnership with their families and the community in order to support their ability to make a long-term commitment to sobriety and be a contributing member of society. Phoenix Academy, Marin County's first charter school, is operated by the Marin County Office of Education in partnership with Bay Area Community Resources (BACR). Phoenix Academy is designed to offer Alternative Education services to students with, or at high risk for, chemical dependency problems. Phoenix Academy offers students an opportunity to re-establish sobriety and appropriate school behavior leading to academic success. Small classes and a staff who are committed to their students and to the concept of recovery create a positive, therapeutic environment. Each student is expected to accept responsibility, follow clear rules, work a program of recovery and be productive.

State and Federal Programs Included in this Plan

State Programs	2012-13 Estimated Allocation
*Professional Development Block Grant (formerly Instructional Time and Staff Development Reform (ITSDR)) <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas	\$82,671
*Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring	\$2,189.00
*School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$391.00
*Instructional Materials Funding Realignment Program (IMFRP) <u>Purpose:</u> Provide standards-aligned textbooks in core curricular areas	\$28,011.00
*Art and Music Block Grant <u>Purpose:</u> To provide art and music education	\$11,000.00
English Language Acquisition Program <u>Purpose:</u> To provide materials for English Language Learners (ELL)	-0-
*California High School Exit Exam Intensive Intervention Program <u>Purpose:</u> To provide intervention for students who have not passed the California High School Exit Exam (CAHSEE)	\$12,667.00
*School Safety and Violence Prevention Act (AB1113) <u>Purpose:</u> To provide support for school safety and prevention of pupil violence	\$12,883.00
Tobacco Use Prevention Education (Prop. 99) 6690 <u>Purpose:</u> To provide tobacco-specific student instruction and cessation programs	\$208,767
Total estimated state categorical funds allocated to Marin County Office of Education	\$149,812.00

* Programs subject to Ending Balance Flex Sweep.

Federal Programs under No Child Left Behind (NCLB)	2012-13 Estimated Allocation
Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$82,496.00
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$251,138.00
Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$9,175.00
Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	-0-
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$46,543.00
Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	-0-
Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$1,080.00
Total estimated federal categorical funds allocated to Marin County Office of Education	\$390,432.00

Special Education

Demographic and Achievement Summary Information and Analysis of Findings

DEMOGRAPHICS

* Data not yet released

	2008-2009	2009-2010	2010-2011	2011-2012
Enrollment, CBEDS				
All Students	260	230	219	208
% Ethnicity, CBEDS				
African American	11.5	9.13	8.2	8
American Indian / Alaskan Native	0.3	.43	.9	.5
Asian	4.2	6.52	6.2	6.2
Filipino	0.7	0.3	0	--
Hispanic / Latino	18.4	21.74	22.37	25
Pacific Islander	0.3	0	0	--
White (not of Hispanic Origin)	64.2	60.87	60.73	58
Multiple Ethnicity/No Response	0.0	.43	*	1.0
% Mobility, CBEDS/STAR				
	90	96	97	96
% Free/Reduced Lunch, Consolidated Application				
	35	35	36	38
English Proficiency, Spring R-30 Language Census				
% English Language Learners (ELL)	13.1	14	14	18
% Fluent English (IFEP & RFEP)	1			
# of Students Reclassified to FEP for Year	0.0	0.0	0.0	1
Total # of Annual Suspensions, Consolidated Applic.				
	111	42	0	*
Total # of Annual Expulsions, Consolidated Applic.				
	0	0	0	*
Truancy Rate (%), Consolidated Application				
	9.62	13.04	59.4	*
% of fully credentialed NCLB Compliant Teachers, CBEDS				
	93	100	100	100

Special Education Demographic Observations:

2011-2012 data will not be released until August 2012. Additionally, the Consolidated Application has experienced significant delay and will not be a source of data for this reporting period. Enrollment in MCOE special education programs has steadily declined over the last four years. Data on student groups related to ethnicity shows an overall decrease in most reported subgroups, with a subtle decline in African American and White subgroups with a relative gradual increase in the Hispanic/Latino student population. Student mobility data, as indicated by the number of students administered the Standardized Testing and Reporting (STAR) test, has remained stable. A slight increase was noted in the number of students designated as English Language Learners (ELL), and in the percentage of students receiving Free/Reduced Lunch. The number of student suspensions has declined dramatically, which may be due in part to the use of alternative strategies when responding to behavioral disturbances in the school setting. Truancy Rate, as

determined by the number of students with an unexcused absence of more than 30 minutes on three or more days, has steadily increased but perhaps may be demonstrating a plateau. The percent of core academic classes taught by NCLB compliant teachers, determined by a formula reported on the Consolidated Application, is at 100% compliance.

**Special Education
Achievement Data**

Academic Performance Index (API)	2007-2008				2008-2009				2009-2010				2010-2011			
	Base	Growth	Difference	Met Target	Base	Growth	Difference	Met Target	Base	Growth	Difference	Met Target	Base	Growth	Difference	Met Target
School wide	704	701	-3	Y	678	732	54	Y	723	703	-20	N	724	756	32	Y
African American																
American Indian / Alaskan Native																
Asian																
Filipino																
Hispanic / Latino													724	696		
Pacific Islander																
White (not of Hispanic Origin)	698	689	-9	N	665	711	46		693	708			714	762		
Socioeconomically Disadvantaged													726	716		
English Learners													730	719		
Students with Disabilities	71 2	545	- 167	N	710	701	-9	N	678	732	54		724	756		

Adequate Yearly Progress (AYP) English Language Arts	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria
	School wide	88	60	Y	95	na	Y	95	69.8	Y	98	733
African American	89	na	na	89	na	na	100	na	na	100	--	
American Indian / Alaskan Native	na	na	na	na	na	na	-	-		--		
Asian	100	na	na	75	na	na	83	na	na	100	-	
Filipino	na	na	na	100	na	na	100	na	na	100	--	
Hispanic / Latino	82	65	na	100	72.2	na	95	60	na	96	73.7	
Pacific Islander	na	na	na	-	-	-	-	-	-	--		
White (not of Hispanic Origin)	89	58	na	96	60.9	na	88	69.4	-	98	69.6	
Socioeconomically Disadvantaged	83	78	na	97	80	na	85	72.7	-	98	68.6	
English Learners	67	na	na	100	80	na	100	53.8	-	95	76.5	
Students with Disabilities	88	60	na	95	66.3	na	93	69.8	-	98	73.3	

Adequate Yearly Progress (AYP) Mathematics	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria
	School wide	85	45	Y	95	41.8	N	95	32.9		100	46.7
African American	78	na	na	89	na	na	89	na	na	100		
American Indian / Alaskan Native	na	na	na	na	na	na	-	-	-			
Asian	100	na	na	75	na	na	83	na	na	100		
Filipino	na	na	na	100	na	na	100	na	na	100		
Hispanic / Latino	82	41	na	100	44.4	na	95	35.8	na	100	25	
Pacific Islander	na	na	na	na	na	na	-	-	-			
White (not of Hispanic Origin)	87	45	na	96	39.1	na	88	28.6		100	56.6	
Socioeconomically Disadvantaged	83	57	na	97	52	na	82	40.6	na	100	38.9	
English Learners	67	na	na	100	53.8	na	92	32.9	na	100	27.8	
Students with Disabilities	85	45		95	41.8	na	77	6	na	100	46.7	

	2007-2008	2008-2009	2009-2010	2010-2011
% of Students who have passed the California High School Exit Exam (CAHSEE)	10 th and 11 th graders	10 th , 11 th , and 12 th graders	10 th , 11 th , and 12 th graders	10 th , 11 th , and 12 th graders
English Language Arts	30	38	50	43
Mathematics	38	33	25	43

Met AYP Graduation Rate Criteria				
	Yes	Yes	Yes	Yes

Special Education School Achievement Observations:

Annual Performance Index (API) data is limited due to the small number of students who participate in STAR testing. The participation rate requirements under the NCLB for Adequate Yearly Progress (AYP) have not been met to date; parent requests for exemption from testing continue to affect this data. Student proficiency levels exceed the average state level (baseline data) for both English Language Arts and Mathematics. The California High School Exit Exam (CAHSEE) data indicates performance increases in the area of English Language Arts over the past 3 years but inconsistent performance in Math content on this exam. It is important to note that Marin County Office of Education Special Education students who take the CAHSEE have significant learning and behavioral challenges that impact their ability to learn.

Special Education
California Standards Test (CST) Proficiency Level by Percent - English Language Arts

Data not available for student groups of 10 or less.

	2007-2008	2008-2009	2009-2010	2010-2011	
Grade 2					
advanced	Data not available	Data not available	Data not available	Data not available	
proficient					
basic					
below basic					
far below basic					
Grade 3					
advanced	Data not available	Data not available	Data not available	Data not available	
proficient					
basic					
below basic					
far below basic					
Grade 4					
advanced	Data not available	Data not available	Data not available	Data not available	
proficient					
basic					
below basic					
far below basic					
Grade 5					
advanced	Data not available	Data not available	Data not available	Data not available	
proficient					
basic					
below basic					
far below basic					
Grade 6					
advanced	Data not available	Data not available	Data not available	Data not available	
proficient					
basic					
below basic					
far below basic					
Grade 7					
advanced	Data not available	Data not available	Data not available	Data not available	
proficient					
basic					
below basic					
far below basic					
Grade 8					
advanced	Data not available	8	33	Data not available	Data not available
proficient		25			
basic		25			
below basic		17			
far below basic		25			

Data not available for student groups of 10 or less		2007-2008	2008-2009	2009-2010	2010-2011
Grade 9					
advanced	Data not available	Data not available	Data not available	Data not available	Data not available
proficient					
basic					
below basic					
far below basic					
Grades 10					
advanced	Data not available	Data not available	Data not available	Data not available	Data not available
proficient					
basic					
below basic					
far below basic					
Grades 11					
advanced	Data not available	Data not available	Data not available	Data not available	Data not available
proficient					
basic					
below basic					
far below basic					

**Special Education
California Alternate Performance Assessment (CAPA) English Language Arts
Percentage of Students Scoring Proficient or Advanced**

Data not available for student groups of 10 or less.		2007-2008	2008-2009	2009-2010	2010-2011
Level I – Grades 2-11					
% advanced	82	84	96	83	
% proficient					
Level II – Grades 2-3					
% advanced	64	Data not available	na	85	
% proficient					
Level III – Grades 4-5					
% advanced	Data not available	64	100	--	
% proficient					
Level IV – Grades 6-8					
% advanced	75	78	68	82	
% proficient					
Level V – Grades 9-11					
% advanced	78	79	56	83	
% proficient					

Special Education Student Achievement in English Language Arts Observations:

STAR test data is not reported for student groups of 10 or less and not appropriate to determine trends in the core academic achievement based on these tests. CAPA data, the test most appropriate for our severely handicapped population, is a potential source of information. Four years of data show a significant percent of students performing at or above the proficient at each of the five test levels.

Special Education
California Standards Test (CST) Proficiency Level by Percent – Mathematics

Data not available for student groups of 10 or less.	2007-2008		2008-2009	2009-2010	2010-2011	
Grade 2						
advanced	Data not available		Data not available	Data not available	Data not available	
proficient						
basic						
below basic						
far below basic						
Grade 3						
advanced	Data not available		Data not available	Data not available	Data not available	
proficient						
basic						
below basic						
far below basic						
Grade 4						
advanced	Data not available		Data not available	Data not available	Data not available	
proficient						
basic						
below basic						
far below basic						
Grade 5						
advanced	Data not available		Data not available	Data not available	Data not available	
proficient						
basic						
below basic						
far below basic						
Grade 6						
advanced	0	10	Data not available	Data not available	Data not available	
proficient	10					
basic	20					
below basic	35					
far below basic	35					
Grade 7						
advanced	0	7	Data not available	Data not available	Data not available	
proficient	7					
basic	21					
below basic	14					
far below basic	57					
Grade 8 General Math						
advanced	Data not available		0	Data not available	Data not available	
proficient			8			8
basic			25			
below basic			17			
far below basic			50			
Grade 8 – Algebra I						
advanced	Data not available		Data not available	Data not available	Data not available	
proficient						
basic						
below basic						
far below basic						

Data not available for student groups of 10 or less.	2007-2008	2008-2009	2009-2010	2010-2011
Grade 9 – General Math				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				
Grade 9 – Algebra I				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				
Grade 10 – Algebra I				
advanced	Data not available	No students tested	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

**Special Education
California Alternate Performance Assessment (CAPA) – Mathematics
Percentage of Students Scoring Proficient or Advanced**

Data not available for student groups of 10 or less.	2007-2008	2008-2009	2009-2010	2010-2011
Level I – Grades 2-11				
% advanced	57	59	43	67
% proficient				
Level II – Grades 2-3				
% advanced	69	Data not available	Data not available	38
% proficient				
Level III – Grades 4-5				
% advanced	Data not available	64	58	--
% proficient				
Level IV – Grades 6-8				
% advanced	57	33	39	55
% proficient				
Level V – Grades 9-11				
% advanced	65	71	35	26
% proficient				

Special Education Student Achievement in Mathematics Observations:

Similar to the issues related to assessing proficiency in the area of English Language Arts, STAR data is an unreliable measure for this population. However, in the content area of Mathematics, student performance on the CAPA suggests that many students are attaining proficiency in this area, though not as high as English Language Arts.

Special Education
California Standards Test (CST) Proficiency Level by Percent – History / Social Science

Data not available for student groups of 10 or less.

	2007-2008		2008-2009		2009-2010	2010-2011
Grade 8 – History / Social Science						
advanced	0	23	0	33	Data not available	Data not available
proficient	23		33			
basic	23		8			
below basic	8		25			
far below basic	46		33			

Grade 10 – World History / Social Science						
advanced	Data not available		Data not available		Data not available	Data not available
proficient						
basic						
below basic						
far below basic						

Grade 11 – U.S. History / Social Science						
advanced	Data not available		Data not available		Data not available	Data not available
proficient						
basic						
below basic						
far below basic						

Special Education Student Achievement in History / Social Science Observations:

Data in the area of History / Social Science is limited due to a small student test population. Determination of actual student achievement and instructional needs is more accurately assessed through teacher observation, individual student assessment, daily classroom assignments/ homework, progress reports and grades, where appropriate, and progress on IEP goals.

**Special Education
California Standards Test (CST) Proficiency Level by Percent - Science**

Data not available for student groups of 10 or less.

	2007-2008	2008-2009	2009-2010	2010-2011
Grade 5 CST Science				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

Grade 8 CST Science				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

Grade 10 CST Life Science				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

Biology/ Life Science				
advanced	No students tested	No students tested	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

Earth Science				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

Integrated Science I				
advanced	No students tested	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

**Special Education
California Alternate Performance Assessment (CAPA) Science
Percentage of Students Scoring Proficient or Advanced**

Data not available for student groups of 10 or less.	2007-2008	2008-2009	2009-2010	2010-2011
Level I – Grades 2-11				
% advanced	Data not available	Data not available	Data not available	Data not available
% proficient				
Level II – Grades 2-3				
% advanced	No students tested	Data not available	Data not available	Data not available
% proficient				
Level III – Grades 4-5				
% advanced	Data not available	Data not available	Data not available	Data not available
% proficient				
Level IV – Grades 6-8				
% advanced	Data not available	50	Data not available	Data not available
% proficient				
Level V – Grades 9-11				
% advanced	Data not available	Data not available	Data not available	Data not available
% proficient				

Special Education Student Achievement in Science Observations:

Science data is also limited due to small student test population. CAPA Science was tested for the first time in 2007-2008. Determination of actual student achievement and instructional needs is more accurately assessed through teacher observation, individual student assessment, daily classroom assignments/homework, and progress reports and grades where appropriate, and progress on IEP goals.

**Special Education
California English Language Development Test (CELDT)**

Summary data not available for student groups of 3 or less.

	2007-2008	2008-2009	2009-2010	2010-2011
Grade K- Number of Students	0	5	5	4
Beginning		4	5	
Early Intermediate		1		
Intermediate				
Early Advanced				
Advanced				

Grade 1- Number of Students	0	4	5	4
Beginning		4	5	4
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				

Grade 2- Number of Students	0	2	5	4
Beginning			5	4
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				

Grade 3- Number of Students	2	2	2	4
Beginning				4
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				

Grade 4- Number of Students	0	3	1	3
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				

Grade 5- Number of Students	2	0	2	1
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				

Grade 6 Number of Students	1	3	2	2
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				

Summary data not available for student groups of 3 or less.

	2007-2008	2008-2009	2009-2010	2010-2011
Grade 7 Number of Students	1	1	3	2
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				
Grade 8 Number of Students	2	2	1	3
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				
Grade 9 Number of Students	2	2	3	1
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				
Grade 10 Number of Students	2	2	2	2
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				
Grade 11 Number of Students	1	1	2	2
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				
Grade 12 Number of Students	3	3	2	1
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				

Special Education Student CELDT Observations:

California English Language Development Test (CELDT) data indicates a small number of students taking the CELDT test over the past four years. This is consistent with the demographic data for English Language Learners in the Special Education program. Summary data is not available for student groups of three or less students. Instructional strategies for these students will best be served through the IEP process. Staff has worked diligently to determine the appropriateness of the students designation as an English Language Learners in light of their disabling condition. When appropriate, alternative means of assessment are used to guide this designation.

Special Education Summary Analysis

Description of Data:

2011-2012 data will not be released until August 2012. Student enrollment in special education programs has steadily declined over the last four years. Data on student groups related to Ethnicity has demonstrated an overall decrease in most reported ethnicities, while an increase has been noted in the Hispanic/Latino; student numbers in the Caucasian subgroup have remained stable. Student mobility data stems from the number of students administered the Standardized Testing and Reporting (STAR) test and is stable. The number of English Language Learners has steadily increased. Free/Reduced Lunch percentage numbers are variable from year to year, with a relative peak in 2007-2008. Suspension, Expulsion and Truancy Rate data is now being carefully tracked through the Consolidated Application as a requirement under No Child Left Behind (NCLB) and have shown a significant decline. This positive change may be due in part to the use of alternative strategies for responding to behavioral disturbance in the school setting. Truancy Rate is determined by the number of students with an unexcused absence of more than 30 minutes on three or more days and is demonstrating a similar decline seen in Suspension/Expulsion. The percent of core academic classes taught by NCLB compliant teachers is determined by a formula reported on the Consolidated Application and has reached 100%.

API data is limited due to the small number of students who participate in the STAR exam and thus caution is warranted when attempting to analyze trends. The 95% participation rate requirements under the NCLB, Adequate Yearly Progress (AYP) were met for the first time in the 2008-2009 testing. Parent requests for exemption from testing contribute to the low data levels and impact analysis. Student proficiency levels exceed the average state level (baseline data) for both English Language Arts and Mathematics, although performance in Mathematics has shown more variability and fluctuation over the years. The CAHSEE data indicates a need to stress instruction in both English Language Arts and Math content on this exam. There has been a steady increase in the number of students passing both portions of the CAHSEE. It should be noted that Marin County Office of Education Special Education students that take the CAHSEE have significant learning and behavioral challenges.

STAR test data is not reported for student groups of 10 or less and it is inappropriate to determine trends in the core academic achievement based on these tests. CAPA data, the test most appropriate for the severely disabled student population, is a potential source of information. Four years of data show a majority of students performing at or above the proficient. Consistent patterns were not evident with student performance across the 4 year period. Similarly we see high levels of proficiency in the first four years of administration of the CAPA Mathematics test. Mathematics performance however, is not quite as strong as seen in English Language Arts.

History/Social Science and Science data is limited due to the small number of students tested. Determination of actual student achievement and instructional needs is more accurately assessed through teacher observation, individual student assessment, daily classroom assignments/ homework, and progress reports and grades where appropriate, and progress on IEP goals.

CELDT data indicates a small number of students taking the CELDT test over the past four years. This is consistent with the demographic data for English Language Learners in the special education program. Summary data is not available for student groups of three or less students. Instructional strategies for these students will best be served through the IEP process. As appropriate, English Learner teams participate in the student's Individual

Education Program, to assist in the appropriateness of the designation as an English Language Learner as opposed to an individual with needs in all areas of development secondary to their handicapping condition.

Analysis and Conclusions Based Upon Student Data:

Given the demands of federal and state accountability programs, it is important to continue to monitor the progress of students through their IEP goals, especially in those programs that do administer the typical STAR tests, and where appropriate, to stress content aligned to the CAHSEE. CAPA results are positive and should provide staff and parents with information for instructional decisions and IEP planning.

**Marin County Office of Education
Special Education Programs**

Title II Professional Development Needs Assessment Summary-Paraprofessionals

Total Respondents: 40

Paraeducational staff was asked to identify areas of professional development needed to complete requirements and/or enhance your work for improving student achievement.

<u>Do you need:</u>	Yes	No
Differentiated instruction for students with different learning styles to work towards accessing curriculum?	41%	59%
Differentiated instruction and strategies for working with English Learners?	23%	77%
Disability Awareness: including characteristics, educational implications and strategies for working with these students?	35%	40%
Classroom management strategies to improve student behavior and how to implement behavior plans?	44%	56%
Appropriate and effective ways to communicate with parents regarding their child's education?	18%	39%
How to collect data to improve classroom practice and student learning?	40%	60%
The use of integration of assistive technology for instruction in order to provide access to curriculum?	54%	46%
Paraprofessional roles defined?	30%	70%
How to effectively support students in a mainstream environment?	33%	67%
How to work autonomously with your classroom teacher?	30%	70%

**Marin County Office of Education
Special Education Programs**

Title II Professional Development Needs Assessment Summary

Certificated Staff

Total Respondents: 28

Certificated staff was asked to identify areas of professional development needed to complete requirements and/or enhance your work for improving student achievement.

Do You Need:	Yes	No
Standards-based instruction and assessment in your assigned subject area(s)?	36%	64%
Differentiated instruction for students with different learning styles to work towards mastering content standards in all core subject areas?	21%	79%
Differentiated instruction for English Learners?	11%	89%
Additional training to obtain an appropriate authorization for your credential to teach English Learners (CTEL/CLAD, SDAIE)?	4%	96%
Additional university coursework in order to obtain credential(s) to meet NCLB requirements to teach your assigned subject(s) or grade level?	14%	86%
Classroom management strategies to improve student behavior?	36%	64%
Parent involvement strategies and effective ways for communicating with parents regarding their child's education?	41%	59%
How to use data and assessments to improve classroom practice and student learning?	42%	58%
The use and integration of technology for classroom instruction and assessment?	82%	18%

**Marin County Office of Education
Parent Survey Summary
2011-2012
Total Respondents: 87**

HOW SATISFIED ARE YOU WITH YOUR CHILD'S EXPERIENCE IN THE FOLLOWING AREAS?

	N/A	Excellent	Strong	Satisfactory	Needs to Improve	Don't Know
Classroom Based Programs						
1. Language Arts (Reading & Writing)	16	24	13	8	6	0
2. Mathematics	23	14	13	5	9	1
3. Science (if applicable*)	38	4	3	2	5	5
4. Social Studies (if applicable*)	37	4	7	3	4	4
5. Self Help Skills/Independent Living	15	25	15	6	6	2
6. Vocational Skills	30	12	8	6	5	3
7. Elective Opportunities (art, P.E., music, etc.)	21	21	9	2	7	3
8. Homework (if applicable*)	27	17	7	5	5	1
Specialized Student Support Programs	N/A	Excellent	Strong	Satisfactory	Needs to Improve	Don't Know
9. English Language Development	16	22	10	6	3	5
10. Speech & Language Therapy	1	41	14	5	6	1
11. Counseling/Therapy	33	9	5	6	4	6
12. Occupational Therapy	15	25	11	10	2	2
13. Adaptive Physical Education	28	10	10	6	4	5
14. Vision Services	38	5	4	6	2	7
15. Orientation/Mobility	27	10	7	6	3	9
School Staff	N/A	Excellent	Strong	Satisfactory	Needs to Improve	Don't Know
16. My child's teacher's expectations are clear	0	48	13	7	1	0
17. My child's teacher is accessible and responsive.	0	55	8	3	2	0
18. My child's teacher helps me to support my child's learning at home.	1	48	7	9	3	0
19. The county office staff is professional and responsive.	0	46	14	7	0	1
20. The Program Manager provides strong leadership.	0	40	10	4	3	9
Communication	N/A	Excellent	Strong	Satisfactory	Needs to Improve	Don't Know
21. Information about classroom activities from your child's teacher	0	48	12	5	5	0
22. The feedback your child receives on school work	6	39	18	2	3	1
23. Communication between school and home	0	49	10	8	2	0
Environment	N/A	Excellent	Strong	Satisfactory	Needs to Improve	Don't Know
24. School/classroom standards for behavior and discipline	0	43	15	2	2	3

25. Students respect for other students	3	44	11	4	0	5
26. Safety and security on campus	1	43	16	4	0	5
27. Your child's sense of emotional well being	1	50	8	7	0	2
28. The supervision during unstructured times (recess, assemblies, breaks)	4	37	8	8	0	11
Overall Satisfaction	N/A	Excellent	Strong	Satisfactory	Needs to Improve	Don't Know
29. How satisfied are you with your child's overall school/learning experiences?	0	50	5	9	4	1

ACTION PLANS
2012-2013
Special Education Program

Goal 1:			
To provide a comprehensive professional development program for all instructional staff, certificated and classified specific to their professional growth.			
	Actions to be taken to meet goal #1	Timeline	Evaluation Criteria
1.	Identify appropriate staff development activities for classified staff through Marin County Office of Education and the Northern California Diagnostic Center	April-June, 2013	List of Offerings
2.	Identify and train (re-train) Pro-Act trainers	November, 2012	List of trainers
3.	Schedule Basic and Recertification ProACT workshops	October, 2011 – May 2012	Schedule of trainings
4.	Based on Title II classified staff development needs assessment, schedule trainings on utilizing technology, implementing adaptive curriculum, responding to misbehavior, and other trainings as identified	July-August, 2012	Schedule of trainings
5.	Provide comprehensive workshops and access to appropriate conferences as well as on-line modules for individual and classroom team training	July, 2012-June, 2013	List of training opportunities accessed by staff
6.	Provide intensive training in Effective Instructional Strategies such as SCERTS and provide on-going coaching by certificated staff	August, 2011; January, 2012; Ongoing through 2013	Participation/registration in training

	Proposed Expenditures to meet goal #1	Funding Source(s)	Estimated Cost
1.	Release time for teachers and paraeducators to attend trainings; cost of training trainer	Tier III Flexible funds	\$4,000.00 \$1,100.00
2.	Materials for workshops	Title III Flexible funds	\$500.00

Responsible Staff:
 Director of Special Education and Special Education Program Managers

ACTION PLANS
2012-2013
Special Education Program

Goal 2:

To provide training to certificated and classified staff on instructional strategies specific to the instructional needs of students with severe disabilities in support of a standards-based curriculum.

	Actions to be taken to meet goal #2	Timeline	Evaluation Criteria
1.	Identify potential staff development opportunities that can be used with children and older individuals across a range of disabilities	Feb-May, 2012	Staff survey
2.	Identify a trainer, schedule trainings and contract for services	May-June, 2012	Independent Contract
3.	Provide comprehensive training for teachers	August, 2012	Flyer, Agenda, Survey
4.	Provide comprehensive training for paraeducators	August, 2012	Flyer, Agenda, survey
5.	Provide mid-year follow-up training for teachers	January, 2013	Flyer, Agenda, survey
6.	Provide intensive training in Effective Instructional Strategies such as SCERTS and provide on-going coaching by certificated staff	Aug, 2011; January, 2012; Ongoing through 2013	Participation/registration in training

	Proposed Expenditures to meet goal #2	Funding Source(s)	Estimated Cost
1.	Release time for staff to attend trainings; cost of reimbursing trainers as needed	Tier III Flexible funds	\$10,000.00 (includes matched Medi-Cal funds)

Responsible Staff:

Director of Special Education and Special Education Program Managers

ACTION PLANS
2012-2013
Special Education Program

Goal 3:

To support teachers with an intern credential to be successful during their two first years with the Marin County Office of Education

	Actions to be taken to meet goal #3	Timeline	Evaluation Criteria
1.	Identify first and second year teachers with an intern credential who require support	July, 2012	List of teachers
2.	Identify Support Providers for teachers with intern credentials	July, 2012	List of Support Providers
3.	Provide support on a weekly basis to identified first and second year teachers with intern credentials	August, 2012-June, 2013	Support provider logs

	Proposed Expenditures to meet goal #3	Funding Source(s)	Estimated Cost
1.	Support Provider stipends and training expenses	Tier III Flexible Funds	\$7,500.00

Responsible Staff:

Director of Special Education and Special Education Program Managers

ACTION PLANS
2012-2013
Special Education Program

Goal 4:

To implement a New Teacher Network to provide two extra days of training for teachers in their first and second year of teaching with the Marin County Office of Education

	Actions to be taken to meet goal #4	Timeline	Evaluation Criteria
1.	Identify training dates, times, locations and content	June-July, 2012	List of trainings offered
2.	Identify who will provide training	June-July, 2012	List of trainers
3.	Notify teachers of mandatory trainings	July, 2012	Copies of letters
4.	Provide trainings	August, 2012	Sign-in Sheets
5.	Follow up to determine what pre-approved alternative activities teachers have participated in if they missed one or more of the mandatory trainings	January, 2013	Teacher documentation

	Proposed Expenditures to meet goal #4	Funding Source(s)	Estimated Cost
1.	Materials provided to the participants	Tier III Flexible Funds	\$500.00

Responsible Staff:

Director of Special Education and Special Education Program Managers

**County Community School/Juvenile Hall/ORACLE Independent Study
Demographic and Achievement Summary Information
and Analysis of Findings**

DEMOGRAPHICS

* Data not yet released

	2008-2009	2009-2010	2010-2011	2011-2012
Enrollment, CBEDS				
All Students	199	184	148	122

% Ethnicity, CBEDS				
African American	15.5	15.2	18.2	13
American Indian / Alaskan Native	0.5	.5	3.4	--
Asian	1.0	2.1	1.35	1.6
Filipino	1.0	0	--	--
Hispanic / Latino	39.2	48.0	52	65
Pacific Islander	1.5	1.1	--	--
White (not of Hispanic Origin)	38.7	30.4	24.3	17.2
Multiple Ethnicity/No Responses	2.5	2.17	--	--

% Mobility, CBEDS/STAR				
	46	44	39	*

% Free/Reduced Lunch, Consolidated Application				
	49.0	69.5	57	*

English Proficiency, Spring R-30 Language Census				
% English Language Learners (ELL)	7.5	14.36	24	*
% Fluent English (IFEP & RFEP)	19.7	17.5		*
# of Students Reclassified to FEP for Year	0.0	0.0	19	*

% Students with Disabilities (STAR)				
	13	23	20	*

Total # of Annual Suspensions, Consolidated Applic.				
	37	34	0	*

Total # of Annual Expulsions, Consolidated Applic.				
	0	0	0	*

Truancy Rate (%), Consolidated Application				
	49.71	68.67	85.2	*

% fully credentialed NCLB Compliant Teachers				
	100	100	100	100

County Community School /Juvenile Hall/ORACLE Independent Study
Demographic Observations:

2011-12 demographic data will not be released until August 2012. Enrollment in Alternative Education grows throughout the school year as students enter and exit the programs. This is not accurately reflected in the annual CBEDS count. Ethnic distribution data reveal that the proportion of Hispanic/Latino students served by these programs is steadily increases. Mobility, as determined by CBEDS and participation in the STAR testing program, impacts significant percentage of students in this program. The number of students identified as eligible for the Free and Reduced Lunch Program steadily increases over time. The percentage of English Language Learners has also been gradually increasing. Suspension, Expulsion and Truancy Rate data is tracked through the Consolidated Application as a requirement under NCLB. The total number of suspensions decreased due to the implementation of restorative practices as an alternative to suspension. Truancy Rate is determined by the number of students with an unexcused absence of more than 30 minutes on three or more days. Analysis of truancy rates for Alternative Education students lead to an aggressive attendance improvement program for 2010-2011 and 2011-2012. The percent of Core Academic classes taught by NCLB compliant teachers is determined by a formula also reported on the Consolidated Application.

**County Community School/Juvenile Hall/ORACLE Independent Study
Achievement Data**

Academic Performance Index (API)	2007-2008				2008-2009				2009-2010				2010-2011			
	Base	Growth	Difference	Met Target	Base	Growth	Difference	Met Target	Base	Growth	Difference	Met Target	Base	Growth	Difference	Met Target
School wide	506	479	-27	N	467	464	-3	N	462	426	-36	N	422	445	23	Y
African American														409		
American Indian / Alaskan Native																
Asian																
Filipino																
Hispanic / Latino													386	372		
Pacific Islander																
White (not of Hispanic Origin)													505			
Socioeconomically Disadvantaged													411	394		
English Learners													330	340		
Students with Disabilities																

Adequate Yearly Progress (AYP) English Language Arts	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria
*Y= Yes, based on alternative criteria for subgroup enrollment less than 50												
School wide	80	13.3	Y	73	27.3	Y	71	11.8	N	66	9.1	N
African American	75	na	na	75	na	na	62	na	na	50		
American Indian / Alaskan Native	100	na	na	na	na	na	-	na	na	--		
Asian	100	na	na	na	na	na	50	na	na	100		
Filipino	na	na	na	50	na	na	-	na	na	--		
Hispanic / Latino	81	na	na	75	0	na	79	na	na	74		
Pacific Islander	100	na	na	100	na	na	-	na	na	--		
White (not of Hispanic Origin)	67	na	na	69	na	na	67	na	na	50		
Socioeconomically Disadvantaged	84	na	na	71	28.6	na	69	na	na	66	9.1	
English Learners	92	na	na	84	na	na	70	na	na	78		
Students with Disabilities	67	na	na	72	na	na	73	na	na	67		

Adequate Yearly Progress (AYP) Mathematics	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria
*Y= Yes, based on alternative criteria for subgroup enrollment less than 50												
School wide	77	0.0	N	77	21.7	Y	71	0	N	69		N
African American	58	na	na	85	na	na	86	na	na	60		
American Indian / Alaskan Native	100	na	na	na	na	na	-	na	na			
Asian	100	na	na	na	na	na	50	na	na	100		
Filipino	na	na	na	50	na	na	-	na	na			
Hispanic / Latino	80	na	na	75	na	na	69	na	na	71		
Pacific Islander	100	na	na	100	na	na	-	na	na			
White (not of Hispanic Origin)	73	na	na	78	na	na	59	na	na	64		
Socioeconomically Disadvantaged	100	na	na	75	20	na	73	na	na	67	0	
English Learners	80	na	na	86	na	na	78	na	na	69		
Students with Disabilities	58	na	na	84	na	na	91	na	na	54		

	2007-2008	2008-2009	2009-2010	2010-2011
% of Students who have passed the California High School exit Exam (CAHSEE)	10 th and 11 th graders	10 th , 11 th , and 12 th graders	10 th , 11 th , and 12 th graders	10 th , 11 th , and 12 th graders
English Language Arts	35	42	34	20
Mathematics	30	35	40	22

Met AYP Graduation Rate Criteria				
	Yes	Yes	Yes	Yes

County Community School/ Juvenile Hall/ORACLE Independent Study
Student Achievement Observations:

State (API) and federal (AYP) accountability data is highly variable due to the small and mobile student population, and the intensive academic and social student needs. The programs met AYP for participation rate but not for percent proficient or advanced. Schoolwide API targets for 2010-2011 were not met. California High School Exit Exam (CAHSEE) results indicate that our students need continued emphasis on instruction in the content for both sections of this test. Graduation Rate criteria have been met for the past four years.

**County Community School/Juvenile Hall/ORACLE Independent Study
California Standards Test (CST) Proficiency Level by Percent - English Language Arts**

Data not available for student groups of 10 or less.		2007-2008		2008-2009		2009-2010		2010-2011	
Grade 7									
advanced		Data not available		Data not available		Data not available		Data not available	
proficient									
basic									
below basic									
far below basic									
Grade 8									
advanced		Data not available		Data not available		0	7	Data not available	
proficient						7			
basic						29			
below basic						36			
far below basic						29			
Grade 9									
advanced	3	13	11	11	0	8	6	12	
proficient	10		0		8		6		
basic	13		21		26		35		
below basic	48		32		21		32		
far below basic	26		36		46		5521		
Grade 10									
advanced	0	0	5	80	0	4	0	9	
proficient	0		3		4		9		
basic	7		16		17		21		
below basic	38		27		33		15		
far below basic	48		49		46		55		
Grade 11									
advanced	3	90	0	6	Data not available		16	32	
proficient	6		6				16		
basic	14		11				28		
below basic	29		17				12		
far below basic	49		67				28		

**County Community School/Juvenile Hall/ORACLE Independent Study
Student Achievement in English Language Arts Observations:**

STAR test data reflects the small and highly mobile student population which is changing constantly during the school year. Students in these programs generally score below basic or far below basic when they first enroll in our programs. Students whose academic skills improve sufficiently to score in the Basic or above ranges are returned to their district of residence. Results for 2010-2011 indicate that, while many students score in the Far Below Basic range, an increasing percentage of the student population are achieving scores in the Basic range in English-Language Arts.

**County Community School/Juvenile Hall/ORACLE Independent Study
California Standards Test (CST) Proficiency Level by Percent - Mathematics**

Data not available for student groups of 10 or less.

	2007-2008	2008-2009	2009-2010	2010-2011			
Grade 7							
advanced	Data not available	Data not available	Data not available	Data not available			
proficient							
basic							
below basic							
far below basic							
Grade 8 – General Math							
advanced	Data not available	Data not available	Data not available	Data not available			
proficient							
basic							
below basic							
far below basic							
Grade 9 – General Math							
advanced	0	Data not available	0	0	0	24	
proficient	6		6	0	0		24
basic	11		26		18		
below basic	50		44		12		
far below basic	33		30		47		
Grade 9 – Algebra I							
advanced	No students tested	Data not available	Data not available	Data not available			
proficient							
basic							
below basic							
far below basic							
Grade 10 – Algebra I							
advanced	Data not available	Data not available	Data not available	Data not available			
proficient							
basic							
below basic							
far below basic							
Grade 11 – Geometry							
advanced	Data not available	No students tested	Data not available	Data not available			
proficient							
basic							
below basic							
far below basic							

**County Community School/Juvenile Hall/ORACLE Independent Study
Student Achievement in Mathematics Observations:**

As in English Language Arts, Mathematics STAR test data is unreliable due to the small and mobile population. The small group of students tested in the Mathematics area continues to demonstrate low levels of proficiency.

**County Community School/Juvenile Hall/ORACLE Independent Study
California Standards Test (CST) Proficiency Level by Percent – History / Social Science**

Data not available for student groups of 10 or less.		2007-2008	2008-2009	2009-2010	2010-2011
Grade 8 - History / Social Science					
advanced	Data not available	Data not available	Data not available	Data not available	Data not available
proficient					
basic					
below basic					
far below basic					

Grade 10 – World History / Social Science					
advanced	Data not available	Data not available	Data not available	Data not available	Data not available
proficient					
basic					
below basic					
far below basic					

Grade 11 - U.S. History / Social Science						
advanced	0	4	Data not available	Data not available	6	25
proficient	4				19	
basic	19				13	
below basic	35				13	
far below basic	42				50	

**County Community School/Juvenile Hall/ORACLE Independent Study
Student Achievement in History / Social Science Observations:**

Data in the area of History/Social Science is limited by small group size and high mobility. Determination of actual student achievement and instructional needs is more accurately assessed through teacher observation, daily classroom assignments/homework, and progress reports and grades.

**County Community School/Juvenile Hall/ORACLE Independent Study
California Standards Test (CST) Proficiency Level by Percent - Science**

Data not available for student groups of 10 or less.

	2007-2008	2008-2009	2009-2010	2010-2011
Grade 8 CST Science				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

	2007-2008		2008-2009		2009-2010		2010-2011	
Grade 10 CST Life Science								
advanced	0	5	6	12	8	16	4	15
proficient	5		6		8		11	
basic	10		6		0		25	
below basic	30		24		15		14	
far below basic	55		59		69		46	

Integrated /Coordinated Science I				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

Integrated /Coordinated Science II				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

Biology/Life Science				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

Earth Science				
advanced	Data not available	No students tested	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

**County Community School/Juvenile Hall/ORACLE Independent Study
Student Achievement in Science Observations:**

This data is limited by small group size and high mobility. Determination of actual student achievement and instructional needs is more accurately assessed through teacher observation, daily classroom assignments/homework, and progress reports and grades.

**County Community School/Juvenile Hall/ORACLE Independent Study
California English Language Development Test (CELDT)**

Summary data is not provided for groups of three or less.

	2007-2008	2008-2009	2009-2010	2010-2011
Grade 7 Number of Students	0	0	0	0
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				

Grade 8 Number of Students	0	2	0	0
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				

Grade 9 Number of Students	0	2	11	7
Beginning			0	0
Early Intermediate			3	1
Intermediate			7	5
Early Advanced			1	1
Advanced			0	0

Grade 10 Number of Students	2	0	6	8
Beginning			2	0
Early Intermediate			1	1
Intermediate				5
Early Advanced			3	2
Advanced				0

Grade 11 Number of Students	1	0	2	2
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				

Grade 12 Number of Students	2	0	1	2
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				

**County Community School/Juvenile Hall/ORACLE Independent Study
Student CELDT Observations:**

CELDT data indicates very few students taking the exam while they are enrolled in our program. This reflects the high rate of mobility in our student population.

County Community School/Juvenile Hall/ORACLE Independent Study Summary Analysis

Description of Data:

State (API) and federal (AYP) accountability data is limited and highly variable due to the small and mobile student population with intensive academic, behavioral and social needs. AYP participation rate was met. Percent Proficient rates were not met. CAHSEE results indicate that our students need continued emphasis on instruction in the content for both sections of this test. Graduation Rate criteria have been met for the past four years.

English/Language Arts and Mathematics STAR/CST test data reflects the small and mobile student populations. Those students who are tested in the California STAR program demonstrate very low levels of proficiency, well below state and local peers. History/Social Science and Science data is limited by very small group size. Determination of actual student achievement and instructional needs is more accurately assessed through teacher her observation, daily classroom assignments/homework and progress reports and grades.

CELDT data also reflects the small number of students taking the exam in 2010-2011. of truancy rates for Alternative Education students lead to an aggressive attendance improvement program for 2010-2011.

Analysis and Conclusions Based Upon Student Data:

The Marin County Community/Juvenile Hall/ORACLE Independent Study program has been identified as an Alternative Schools Accountability Model (ASAM) school because of it's small, highly mobile population. The students come to these programs with very intensive needs. As such, individualized assessment results are more useful for guiding instruction.

Marin County Office of Education
 Alternative Education Programs
 County Community/Juvenile Hall/ORACLE Independent Study
 and Phoenix Academy

2012-2013 TITLE II NEEDS ASSESSMENT/DETERMINATION

Information from the 2010-2011 needs assessment was used to identify continued professional development needs for the County Community, Juvenile Hall, ORACLE and Phoenix Academy staffs. Please refer to the 2011-2012 assessment in the 2010-2011 Site Plan.

ACTION PLANS

2012-2013

County Community School /Juvenile Hall/ORACLE

Goal 1: Update and implement plan to ensure that all teaching staff meet highly qualified status			
	Actions to be taken to meet goal #1	Timeline	Evaluation Criteria
1.	Update table of teachers' current status	On-going	Updated table
2.	Provide support for teachers to achieve Highly Qualified Teacher status through Verification Process for Special Settings (VPSS)	July 2012-June, 2013	Updated table; documentation of training
3.	Employ teachers who meet Highly Qualified Teacher status	On-going	Personnel records

	Proposed Expenditures to meet goal #1	Funding Source(s)	Estimated Cost
1.	Professional Development	Title II, Part A Title II, Part D	\$ 2,000.00 \$1,000.00

Responsible Staff:

Personnel, Alternative Education Administration, Education Services

ACTION PLANS
2012-2013
County Community School/Juvenile Hall/ORACLE

Goal 2:			
Provide intensive academic support to all students in Mathematics and English/Language Arts through high quality classroom instruction, tutoring, online strategies and Supplemental Educational Services (SES) in order to improve students' overall academic success, outcomes on the CAHSEE and progress towards high school graduation.			
	Actions to be taken to meet goal #2	Timeline	Evaluation Criteria
1	Provide all classrooms with high quality standards-based instructional materials including appropriate instructional materials for English Language Learners	August 2012 – June 2013	Purchase orders; Sample materials
2	Provide intensive instructional support through individual and group tutoring	August 2012 – June 2013	Sample documents; timesheets
3	Provide continuing staff development in <i>Language!</i> curriculum to address English/Language Arts skills for all students	August 2012-June 2013	Training documentation
4	Implement <i>Language!</i> curriculum for all students	August 2011-June 2012	MAP testing results, Student records, Classroom observation
5	Provide continuing staff development in intensive Mathematics curriculum	August 2012-June 2013	Training documentation
6	Implement intensive Mathematics curriculum for all students	August 2012-June 2013	MAP testing results, Student records, Classroom observation
7	Provide intensive instructional support through individual and group tutoring and Supplemental Educational Services	August, 2012- June, 2013	Sample documents; timesheets

	Proposed Expenditures to meet goal #2	Funding Source(s)	Estimated Cost
1.	Purchase instructional materials	Title I, Part A Title I, Part D	\$ 10,000.00 \$ 5,000.00
2.	Purchase online instructional programs and related staff training	Title I Part A; Title I Part D	\$25,000.00 \$10,000.00
3.	Purchase English Language Learner materials and provide for translation services	Title III	\$ 2,000.00

4.	Supplemental Educational Service Provider and/or Tutoring programs	Title I Part A	\$10,000.00
		Title I Part D	\$ 5,000.00
7.	Administrative and clerical expenses	Title I, Part A	\$ 5,000.00
		Title I, Part D	\$ 7,000.00

Responsible Staff:

Education Services, Alternative Education Administration and Staff

ACTION PLANS
2012-2013
County Community School/Juvenile Hall/ORACLE

Goal 3:			
Continue to pursue, refine and implement a student performance and achievement tracking system in order to conduct analysis of student performance to ensure effective implementation of curriculum, data driven instruction and on-going professional development.			
	Actions to be taken to meet goal #3	Timeline	Evaluation Criteria
1.	Train all staff on utilization of DataDirector to track attendance, grades, credits completed	August 2012 June 2013	Print out from tracking system
2.	Train certificated and classified staff in monitoring process on quarterly basis	August 2012 June 2013	Effective implementation of system
3.	Provide secretarial/clerical support to implement system	August 2012 June 20113	Timesheets

	Proposed Expenditures to meet goal #3	Funding Source(s)	Estimated Cost
1.	Technical Services contract	Title I, Part A Title I, Part D	\$ 10,000.00 \$ 5,000.00
2.	Clerical support	Title I, Part A Title I, Part D	\$ 5,000.00 \$ 2,000.00

Responsible Staff:
Information Services, Education Services, Alternative Education Administration and Staff

ACTION PLAN
 2012-2013
 County Community School/Juvenile Hall/ORACLE

Goal 4:			
Increase school safety by developing additional risk-reduction, prevention and intervention			
	Actions to be taken to meet goal #4	Timeline	Evaluation Criteria
1.	Provide additional campus supervision staff before school, during school and after school	August 2012 June 2013	Documentation of staff time sheets and payroll
2.	Provide Tobacco Use Prevention classroom presentations and cessation services to students	August 2012 June 2013	Documentation of student participation and type of activity

	Proposed Expenditures to meet goal #4	Funding Source(s)	Estimated Cost
1.	Smoking Awareness classes	Tobacco Use Prevention Education (TUPE) Grant	\$ 4,500.00
2.	Smoking Cessation counseling	TUPE	\$ 4,500.00
3.	Instructional Assistant/Campus Supervisor	Title I, Part A	\$ 25,000.00

Responsible Staff:

Alternative Education Administration and Staff, Safe Schools Staff

ACTION PLAN
2012-2013
County Community School/Juvenile Hall/ORACLE

Goal 5:			
Increase student achievement and school success by enhancing motivation, focus and social skills development through individual and group counseling and positive incentives			
	Actions to be taken to meet goal #5	Timeline	Evaluation Criteria
1.	Provide additional individual and group counseling	August, 2012 - June 2013	Documentation of professional expert timesheets and payroll
2.	Provide classroom presentations to students regarding appropriate social skills, motivation and the importance of staying in school	August, 2012 - June 2012	Documentation of student participation and type of activity
3.	Provide specific individual and group incentives for positive attendance, behavior and performance in academic activities	August, 201 - June 2013	Documentation of student incentives

	Proposed Expenditures to meet goal #4	Funding Source(s)	Estimated Cost
1.	Counselor	Title I, Part A	\$30,000.00
2.	Student incentives	Lottery AB 1913	\$5,000.00 \$2,500.00
3.	Home/school communication including Spanish translation services	Title III	\$2,000.00

Responsible Staff:

Alternative Education Administration and Staff

**Phoenix Academy
Demographic and Achievement Summary Information
and Analysis of Findings**

DEMOGRAPHICS

* Data not yet released

	2008-2009	2009-2010	2010-2011	2011-2012
Enrollment, CBEDS				
All Students	16		12	13
% Ethnicity, CBEDS				
African American	6.2			
American Indian / Alaskan Native				
Asian				
Filipino				
Hispanic / Latino	37.5	53	42	77
Pacific Islander				
White (not of Hispanic Origin)	50.0	33	50	23
Multiple Ethnicity/No Responses	6.2	13	8	
Students with Disabilities		20.0		15
% Mobility, CBEDS/STAR				
	23	7	*	*
% Free/Reduced Lunch, Consolidated Application				
	62.0		*	*
English Proficiency, Spring R-30 Language Census				
% English Language Learners (ELL)	6.2	0	27	*
% Fluent English (IFEP & RFEP)	37.5		*	*
# of Students Reclassified to FE for Year	0.0	23	20	*
% Students with Disabilities (STAR)				
	6	15	20	
Total # of Annual Suspensions, Consolidated Applic.				
	7	45	0	*
Total # of Annual Expulsions, Consolidated Applic.				
	0	0	0	*
Truancy Rate (%), Consolidated Application				
	112.5	146.15	266.7	*
% of fully credentialed NCLB Compliant Teachers				
	100	100	100	100

Phoenix Academy
Demographic Observations:

2011-2012 demographic data will not be available until August 2012. As with other Marin County Office of Education Alternative Education programs, Phoenix Academy serves a small number of students and there can be dramatic variability in the data from year to year. This tendency toward variability, where a change of one or two students can greatly affect the percentages reported, must be considered when reviewing the data. In general, the program is serving more youth of color and more English Language Learners each year. A majority of Phoenix Academy students were identified as eligible for the Free and Reduced Lunch Program. Phoenix Academy continues to serve students with Special Education needs through the Resource Specialist Program. Truancy Rate is determined by the number of students with and unexcused absence of more than 30 minutes on three or more days. Truancy and tardiness are a serious issue for Phoenix Academy which has been addressed through an aggressive attendance improvement program in the 2010-2011 and 2011-2012 school year. The percent of core academic classes taught by NCLB compliant teachers is determined by a formula also reported on the Consolidated Application. The small number of teaching staff at Phoenix Academy greatly affects the percent of NCLB compliant teachers.

Phoenix Academy Achievement Data

Academic Performance Index (API)	2007-2008				2008-2009				2009-2010				2010-2011			
	2006 Base	2007 Growth	Difference	Met Target	2007 Base	2009 Growth	Difference	Met Target	2008 Base	2009 Growth	Difference	Met Target	2009 Base	2010 Growth	Difference	Met Target
School wide	A reliable API cannot be calculated from small number of STAR test results.				A reliable API cannot be calculated from small number of STAR test results.				A reliable API cannot be calculated from small number of STAR test results.				A reliable API cannot be calculated from small number of STAR test results.			
African American																
American Indian / Alaskan Native																
Asian																
Filipino																
Hispanic / Latino																
Pacific Islander																
White (not of Hispanic Origin)																
Socioeconomically Disadvantaged																
English Learners																
Students with Disabilities																

Adequate Yearly Progress (AYP) English Language Arts	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria
*Y= Enrollment less than 50												
School wide	80	Y*	Y	80	*Y	Y	75	*Y	*Y	100	*Y	Y
African American	0	na	na	100	na	na	100	na	na		na	na
American Indian / Alaskan Native	na	na	na	na	na	na	0	na	na		na	na
Asian	na	na	na	100	na	na	0	na	na		na	na
Filipino	na	na	na	na	na	na	na	na	na		na	na
Hispanic / Latino	100	na	na	67	na	na	67	na	na	100	na	na
Pacific Islander	na	na	na	na	na	na	0	na	na		na	na
White (not of Hispanic Origin)	100	na	na	100	na	na	0	na	na	100	na	na
Socioeconomically Disadvantaged	100	na	na	86	na	na	67	na	na	100	na	na
English Learners	100	na	na	100	na	na	100	na	na	100	na	na
Students with Disabilities	na	na	na	100	na	na	0	na	na	100	na	na

Adequate Yearly Progress (AYP) Mathematics	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria	% Partic.	% Proficient	Met Criteria
School wide	100	*Y	*Y	63	*Y	*Y	25	Y	Y	100	*Y	Y
African American	100	na	na	50	na	na	0	na	na		na	na
American Indian / Alaskan Native	na	na	na	na	na	na	0	na	na		na	na
Asian	na	na	na	100	na	na	0	na	na		na	na
Filipino	na	na	na	na	na	na	0	na	na		na	na
Hispanic / Latino	100	na	na	34	na	na	34	na	na	100	na	na
Pacific Islander	na	na	na	na	na	na	0	na	na		na	na
White (not of Hispanic Origin)	100	na	na	100	na	na	0	na	na	100	na	na
Socioeconomically Disadvantaged	100	na	na	63	na	na	34	na	na	100	na	na
English Learners	100	na	na	100	na	na	50	na	na	100	na	na
Students with Disabilities	na	na	na	100	na	na	0	na	na	100	na	na

	2006-2007	2007-2008	2008-2009	2009-2010
% of Students who have passed the California High School Exit Exam (CAHSEE)	10 th , 11 th , and 12 th graders	10 th and 11 th graders	10 th , 11 th , and 12 th graders	10 th , 11 th , and 12 th graders
English Language Arts	40	37	25	2
Mathematics	27	30	37.5	1

Met AYP Graduation Rate Criteria				
	Yes	Yes	Yes	Yes

Phoenix Academy
School Achievement Observations:

State and federal accountability data is highly variable due to the small student population. Participation rates were met for the AYP, although alternative measures were used (confidence intervals) due to the nature of this program. Small schools and LEAs with fewer than 100 valid scores have adjusted Annual Measurable Objectives to account for the small number of test scores. These schools and LEAs met the adjusted percent proficient criteria using a confidence interval methodology. Very small schools and LEAs with fewer than 11 valid scores have adjusted API criteria to account for the very small number of test scores. These schools and LEAs met the adjusted API criteria using confidence interval methodology. California High School Exit Exam data indicates a continuing need for emphasis on instruction in the content areas for both sections of this test. Graduation Rate has been met.

Phoenix Academy
California Standards Test (CST) Proficiency Level by Percent - English Language Arts

Data not available for student groups of 10 or less.

	2007-2008	2008-2009	2009-2010	2010-2011
Grade 9				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				
Grade 10				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				
Grade 11				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

Phoenix Academy
Student Achievement in English Language Arts Observations:

STAR data is not available for English Language Arts due to small numbers of students tested at each grade level. Determination of actual student achievement and instructional needs is more accurately assessed through individualized assessment, teacher observation, daily classroom assignments/ homework, and progress reports and grades.

Phoenix Academy
California Standards Test (CST) Proficiency Level by Percent - Mathematics

Data not available for student groups of 10 or less.

	2007-2008	2008-2009	2010-2011	
Grade 9 – General Math				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

Grade 9 – Algebra I				
advanced	Data not available	Data not available	No students tested	Data not available
proficient				
basic				
below basic				
far below basic				

Grade 10 & 11 – Algebra I				
advanced	No students tested	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

Grade 9 - Geometry				
advanced	No students tested	No students tested	No students tested	No students tested
proficient				
basic				
below basic				
far below basic				

Grade 10 & 11 – Geometry				
advanced	Data not available	No students tested	No students tested	No students tested
proficient				
basic				
below basic				
far below basic				

Phoenix Academy
Student Achievement in Mathematics Observations:

STAR data is not available for Mathematics due to small numbers of students tested at each grade level. Assessment of actual student achievement and instructional needs is more accurately determined by individualized assessment, teacher observation, daily classroom assignments/ homework, and progress reports and grades.

Phoenix Academy
California Standards Test (CST) Proficiency Level by Percent – History / Social Science

Data not available for student groups of 10 or less.

	2007-2008	2008-2009	2009-2010	2010-2011
Grade 10 – World History / Social Science				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

Grade 11 - U.S. History / Social Science				
advanced	Data not available	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

Phoenix Academy
Student Achievement in History / Social Science Observations:

STAR data is not available for History/Social Science due to small numbers of students tested at each grade level. Assessment of actual student achievement and instructional needs is more accurately determined through individualized assessment, teacher observation, daily classroom assignments/homework, and progress reports and grades.

Phoenix Academy
California Standards Test (CST) Proficiency Level by Percent – Science

Data not available for student groups of 10 or less.

	2007-2008	2008-2009	2009-2010	2010-2011
Grade 10 CST Life Science				
advanced	No students tested	Data not available	Data not available	Data not available
proficient				
basic				
below basic				
far below basic				

Integrated Coordinated Science I				
advanced	Data not available	Data not available	No students tested	Data not available
proficient				
basic				
below basic				
far below basic				

Earth Science				
advanced	No students tested	Data not available	No students tested	No students tested
proficient				
basic				
below basic				
far below basic				

Phoenix Academy
Student Achievement in Science Observations:

STAR data is not available for Science due to small numbers of students tested at each grade level. Determination of actual student achievement and instructional needs is more accurately assessed by individualized assessment, teacher observation, daily classroom assignments/homework and progress reports and grades.

**Phoenix Academy
California English Language Development Test (CELDT)**

Summary data is not provided for groups of three or less.

	2007-2008	2008-2009	2009-2010	2010-2011
Grade 9 Number of Students	0	0	0	0
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				

Grade 10 Number of Students	0	0	0	0
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				

Grade 11 Number of Students	0	0	0	0
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				

Grade 12 Number of Students	0	0	0	0
Beginning				
Early Intermediate				
Intermediate				
Early Advanced				
Advanced				

**Phoenix Academy
Student CELDT Observations:**

Identified English Language Learners participate in CELDT testing. The annual CELDT testing window requires school districts to complete testing by October 30th. The Alternative Education school enrollment increases after November and throughout the year which may account for the data above.

Phoenix Academy Summary Analysis

Description of Data:

State and federal accountability data is highly variable due to the small student population. Schoolwide STAR test data for English/Language Arts and Mathematics is unavailable due to the small population.

Analysis and Conclusions Based Upon Student Data:

The Phoenix Academy program is an identified ASAM school because of its small, mobile population. The students come to these programs with very intensive needs. As such, individualized assessment results for Phoenix Academy students are shared with staff in order to guide instruction. The changing demographics of the program require additional staff development and enhancement of the instructional program.

State and federal accountability data is highly variable due to the small student population. It should be noted, however, that the Participation Rate requirement and the Proficiency Criteria under the No Child Left Behind, Adequate Yearly Progress (AYP) were met for both English Language Arts and Mathematics for the past three years. California High School Exit Exam data indicates a continuing need for emphasis on instruction in the content areas for both sections of this test. Graduation Rate has been met for the past three years.

**Marin County Office of Education
Alternative Education Programs
County Community/Juvenile Hall/ORACLE Independent Study
and Phoenix Academy**

2012-2013 TITLE II NEEDS ASSESSMENT/DETERMINATION

Information from the 2010-2011 needs assessment was used to identify continued professional development needs for the County Community, Juvenile Hall, ORACLE and Phoenix Academy staffs. Please refer to the 2011-2012 assessment in the 2010-2011 Site Plan.

**ACTION PLANS
2012-2013
Phoenix Academy**

Goal 1: Update and implement plan to ensure that all teaching staff meet highly qualified status			
	Actions to be taken to meet goal #1	Timeline	Evaluation Criteria
1.	Continue to update table of teachers' current status	On-going	Updated table
2.	Provide support for teachers to achieve Highly Qualified Teacher status through Verification Process for Special Settings (VPSS)	July 2012-June 2013	Updated table; documentation of training
3.	Employ teachers who meet Highly Qualified Teacher status	On-going	Personnel records

	Proposed Expenditures to meet goal #1	Funding Source(s)	Estimated Cost
1.	Staff development dollars for VPSS	Title I A and Title I A ARRA	\$ 2,000.00

Responsible Staff:

Personnel, Alternative Education Administration, Education Services

ACTION PLANS
2012-2013
Phoenix Academy

Goal 2:			
Provide intensive academic support to all students in Mathematics and English/Language Arts through high quality classroom instruction, tutoring and online strategies in order to improve students' overall academic success, outcomes on the CAHSEE and progress towards high school graduation.			
	Actions to be taken to meet goal #2	Timeline	Evaluation Criteria
1.	Provide all classrooms with high quality standards-based instructional materials including appropriate instructional materials for English Language Learners	July, 2012 – June 2013	Purchase orders; Sample materials
2.	Provide intensive instructional support through individual and group tutoring	July, 2012 – June 2013	Sample documents; timesheets
3.	Provide continuing staff development in <i>Language!</i> curriculum to address English/Language Arts skills for all students	July, 2012-June 2013	Training documentation
4.	Implement <i>Language!</i> curriculum for all students	August 2011-June 2012	MAP testing results, Student records, Classroom observation
5	Provide continuing staff development in intensive Mathematics curriculum	July, 2012-June 2013	Training documentation
6	Implement intensive Mathematics curriculum for all students	July 2012-June 2013	MAP testing results, Student records, Classroom observation

	Proposed Expenditures to meet goal #2	Funding Source(s)	Estimated Cost
1.	Purchase materials	Title I, Part A	\$ 2,000.00

Responsible Staff:
 Education Services, Alternative Education Administration and Staff

ACTION PLANS
2012-2013
Phoenix Academy

Goal 3:
Continue to pursue, refine and implement a student performance and achievement tracking system in order to conduct analysis of student performance to ensure effective implementation of curriculum, data driven instruction and on-going professional development.

	Actions to be taken to meet goal #3	Timeline	Evaluation Criteria
1.	Ensure all classrooms and labs have updated technology	July 2012-June, 2013	Purchase orders
2.	Update staff training on utilization of DataDirector to track attendance, grades, credits completed	July, 2012- June 2013	Print out from tracking system
3.	Provide secretarial/clerical support to implement system	July, 2012 – June 2013	Timesheets

	Proposed Expenditures to meet goal #3	Funding Source(s)	Estimated Cost
1.	Update classroom and school lab technology	Title I, Part A Title I, Part A ARRA	\$ 2,000.00 \$2,000.00
2.	Technical Services support	Title I, Part A	\$ 1,000.00

Responsible Staff:
 Information Services, Education Services, Alternative Education Administration and Staff

ACTION PLAN
2012-2013
Phoenix Academy

Goal 4:			
Increase school safety by developing additional risk-reduction, prevention and intervention			
	Actions to be taken to meet goal #4	Timeline	Evaluation Criteria
1.	Provide additional campus supervision staff before school, during school and after school	July, 2012 – June, 2013	Documentation of staff time sheets and payroll
2.	Provide Tobacco Use Prevention classroom presentations to students	July 2012 – June, 2013	Documentation of student participation and type of activity

	Proposed Expenditures to meet goal #4	Funding Source(s)	Estimated Cost
1.	Smoking Awareness classes	Tobacco Use Prevention Education (TUPE) Grant	\$ 1,500.00
2.	Smoking Cessation counseling	TUPE	\$ 1,500.00

* Pending funding for TUPE grant

<p><u>Responsible Staff:</u></p> <p>Alternative Education Administration and Staff, Safe Schools Staff</p>
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ACTION PLAN
2012-2013
Phoenix Academy

Goal 5:			
Increase student achievement and school success by enhancing motivation, focus and social skills development through individual, group and multi-family counseling and positive incentives			
	Actions to be taken to meet goal #5	Timeline	Evaluation Criteria
1.	Provide individual, group and multi-family counseling	July, 2012 – June, 2013	Documentation of professional expert timesheets and payroll
2.	Provide classroom presentations to students regarding appropriate social skills, motivation and the importance of staying in school	July, 2012-June, 2013	Documentation of student participation and type of activity
3.	Provide specific individual and group incentives for positive attendance, behavior and performance in academic activities	July, 2012 – June, 2013	Documentation of student incentives

	Proposed Expenditures to meet goal #4	Funding Source(s)	Estimated Cost
1.	Counselor	Title I, Part A	\$10,000.00
2.	Student incentives	Lottery AB1913	\$1,000.00 \$1,000.00
3.	Home/school communication including Spanish translation services	Title III	\$500.00

Responsible Staff:

Alternative Education Administration and Staff