

**District Name: County Operated Schools CD Codes: 3930195 and 3930468
and Programs (COSP)**

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes. Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov.

The Plan Addendum, which must be submitted to the California Department of Education (CDE) no later than January 9, 2009, is required to:

- 1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.***

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>County Operated Schools and Programs (COSP) consists of 23 Community and Court Schools throughout San Joaquin County. Community and Court schools are located in leased commercial properties, as well as several county-owned school buildings. The school sites are dispersed throughout the county in order to serve the students directly in the communities in which they live. The largest Community School site accommodates 125 students and the smallest accommodates 25 students. The largest Court School site accommodates 175 students and the smallest accommodates 25 students. The student-to-teacher ratio is 25:1.</p> <p>The population of COSP is made up of students on parent referral, expulsion, probation, incarcerated, homeless, foster youth or referred through the Student Attendance Review Board (SARB) process. COSP Students are in grades K-12 and come from a variety of academic, social, and emotional backgrounds.</p>				

COSP uses an integrated, thematic approach to instruction. Lessons, assignments, and projects are centered on yearly themes that bring continuity to the learning experience. Students complete grade appropriate, standards-based academic courses and work on basic skills to complete requirements or earn high school credits. Educational strategies are highly interactive, and are both process and product oriented in the classroom.

The program enables students to become productive members of the community by providing quality learning opportunities. Students develop an appreciation of self and others, individual talents, critical thinking and problem solving skills, workforce readiness, and complete a course of study resulting in a high school diploma, Certificate of Completion or GED.

Teachers incorporate Life skills and the *Concept of one.*, as well as California State Content Standards in their teaching. The implementation of Common Core State Standards is also beginning, by weaving them into daily instruction at all COSP sites. Three sites serve grades K-6 exclusively. The diversity of students and locations is unified through the one. Program's curriculum, methods of assessment, mission, program beliefs, vision and values statements, program ethics, and the guiding philosophy of one.

COSP serves an average daily attendance of approximately 1,250 students from across our county while serving approximately 3,500 students annually. Student mobility and transition rates are high. The average length a student is enrolled in an alternative education program varies between 28 days in the juvenile court schools to 100 days in a community school setting. New students are enrolling each day in our schools.

Our highly mobile student population creates challenges in regards to meeting NCLB targets for both testing participation rates and student achievement (Adequate Yearly Progress).

San Joaquin County Office of Education (SJCOE) serves students with severe cognitive and physical deficits that preclude them from gaining academic progress as required by the No

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Child Left Behind Act of 2001 (NCLB) and measured by the California Standards Tests.

Plans to address these needs:

- Ongoing staff development on strategies for improving the performance of special education students by utilizing peer researched techniques.
- Implementation of programming utilizing scientifically based research techniques for special education students.

Special Education staff/ ongoing

Reasons the prior LEA plan failed to bring about increased student achievement:

- Many COSP students enter performing at Below or Far Basic levels on the California Standards Test and demonstrate minimal core academic skill development.
- COSP has not adequately identified or addressed the needs of those students performing Below and Far Below Basic in English Language Arts and Mathematics.
- COSP students demonstrate unpredictable attendance and high rates of truancy.
- Students are enrolled for far shorter periods of "continued" enrollment than would be characteristic of a traditional district program.
- Lack of uniform intervention materials for students performing 1-2 years below grade level or intensive intervention programs for students more than 2 years below grade level.
- COSP does not currently have intentional "Systematic ELD" instruction, or a curriculum designed to support the acquisition of English. This has decreased the likelihood of students achieving academic success and having universal access to mastery of California State Content Standards
- There is a need for a cohesive and consistent diagnostic assessment tool for the purpose of identifying students requiring strategic or intensive intervention in English/reading Language Arts and Mathematics and to place them in appropriate intervention classes.

<ul style="list-style-type: none"> • COSP has not had a way to measure short-term student achievement which is necessary given the high mobility rates of our student population. Lack of growth targets makes it difficult to identify effective practices and modify curriculum (program/instructional practice) in a timely manner to enhance rapid skill acquisition. • There is a need for more intensive, consistent, and ongoing professional development for staff in delivering specialized instruction targeting the core academic needs of our high priority student populations (EL students, special education students, and students with truancy/attendance issues). 				
<p>Plans to address these needs:</p> <ul style="list-style-type: none"> • District-wide adoption of SBE adopted/standards aligned materials in Mathematics (2009) and ELA (2010) • Adoption and implementation of appropriate intervention instructional materials and strategies to meet the needs of students performing below grade level (2009). • District-wide adoption of Systematic ELD curriculum designed to support the acquisition of English (2009). • Purposeful, targeted, and sustained district-wide professional development (including AB466/SB472) in the implementation of state adopted, local board approved standards-aligned curriculum, strategies for differentiation and universal access for EL students, and specialized instructional pedagogy for meeting the academic deficiencies associated with truant and/or special education students. 	<ul style="list-style-type: none"> -COSP Administration - Math & ELA Curriculum Committee - Math & ELA Consultant - Site & Instructional Staff - SJCOE Ed Services (2009-2011) (12-13,13-14) -COSP Administration (Begin 2009; implement 2010) - COSP Administration - SJCOE Multilingual Department (Begin 2009; implement 2010) -COSP Administration - SJCOE Multilingual Department (ongoing) 	<p>- Staff Development</p>	<p>\$100,000 (Math) \$150,000 (ELA)</p> <p>\$\$</p> <p>\$35,500</p>	<p>IMFRP</p> <p>Title 3 Consortium</p>
<p>The Program has Implemented, Adopted or Uses:</p> <ul style="list-style-type: none"> • NWEA Measures of Academic Performance (MAP) to measure student proficiency levels in mathematics and English Language Arts. 				

<ul style="list-style-type: none">• Teachers use NWEA Map scores and Des Cartes identified growth strands to break down instruction specific to student skill level. COSP has adopted varied levels of Mathematics and ELA textbooks to fit student needs.• A five day a week ELD Course at each school site with EL students enrolled. All teachers have been trained in structures and strategies and have an EL Coordinator that supports teachers throughout the school sites. An ELD professional Learning Community has been established to help guide teachers with instruction using the newly adopted ELD standards. EL teachers attend one to two EL centered conferences each year. Currently, COSP teachers are piloting ELD curriculum and are in the process of adopting new curriculum.				
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2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe those goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp.3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Goal #1 - Meet AYP/NCLB Requirements for Participation and Proficiency on State Tests.</p> <p>Target: COSP student achievement goals and objectives are aligned with the AYP/NCLB requirements, as established by the state and federal government. They are as follows: taking out this section</p> <ul style="list-style-type: none"> • Ninety-five percent participation rate on key state assessments (10th grade CAHSEE and 2nd-5th and 6th -8th grade CST's) • Target proficiency percentages, as established by NCLB: <ul style="list-style-type: none"> - 2008-2009: 44.5% (ELA) and 43.5% (Math) - 2009-2010: 55.6% (ELA) and 54.8% (Math) - 2010-2011: 66.7% (ELA) and 66.1% (Math) - 2011-2012: 77.8% (ELA) and 77.4% (Math) - 2012-2013: 88.9% (ELA) and 88.7% (Math) - 2013-2014: 100% (ELA) and 100% (Math) • Students in grade 10 (CAHSEE) and grade spans 2-5 and 6-8 (CSTs) must meet both participation and proficiency targets overall and in each significant subgroup. <p>Goal #2 - CAHSEE Passage Rate Target: Increase passing rate by 10% overall and in each significant subgroup</p>	<p>-COSP Administration - Site and Instructional Staff - COSP Student Services</p> <p>NO Longer Applicable</p> <p>-COSP Administration - Site and Instructional Staff - COSP Student Services (ongoing)</p>		<p>\$10,000</p>	<p>CAHSEE Intensive Instruction Funds</p>

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Research indicates that selecting and committing to proven methods of instruction, and then adjusting as needed, will improve student achievement over time. <ul style="list-style-type: none"> • <u>Strategy</u>: Selecting and committing to proven research-based methods of instruction • <u>How</u>: Adoption and implementation of SBE-adopted, local Board approved and standards-aligned materials in ELA/Mathematics and Intervention. Teacher participation in review/pilot/adoption and subsequent program aligned training ensuring effectiveness of implementation. Through this process, the decision was made to use different levels of textbooks for intervention purposes. (For example we may have students using pre-algebra textbooks instead of algebra if their NWEA RIT score aligned accordingly.) Professional development for teachers (AB466/SB472/ELPD) and administrators (AB 75/430). • Research indicates that student achievement is increased through the utilization of research-based strategies and tools. The following research-based strategies and tools will be utilized to improve student achievement: <ul style="list-style-type: none"> - International Center for Education Consultants, - Northwest Education Association, - Program-wide Assessment for writing, - before and after school remediation, - Character Based Literacy, - Graphing Calculators, - Subject matter competency. 	<ul style="list-style-type: none"> - COSP Administration - SJCOE Educational Services - Site and Instructional Staff (Begin 2009) - COSP Administration - SJCOE Educational Services - Site and Instructional Staff - Consultants (ongoing) 		\$100,000 (Math) \$150,000 (ELA) \$61,000	IMFRP Title I/III State and Federal Funds

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Action: California Standards based/Standards-Aligned Textbook Adoption for Mathematics</p> <p>COSP will adopt new mathematics textbooks for the 2009-2010 school year. The Mathematics Curriculum Committee will submit a recommendation for adoption, and teacher training for these materials will begin in the Spring of 2009 and continue through the Fall for implementation in 2009-2010. Due to the high student mobility in our Court and Community schools, the teacher training will be targeted to utilize the textbook and materials aligned to student academic need.</p> <p>As purposeful engagement is a key issue with our entire population, staff development for 2008-2009 will include graphing calculators to encourage the use of more technology.</p>	<ul style="list-style-type: none"> - COSP Administration - Math Curriculum Committee - Math Consultant - SJCOE Educational Services - Site and Instructional Staff (Begin 2009) <p style="text-align: center;">COMPLETED</p>		\$100,000	IMFRP
<p>Action: California Standards based/Standards-Aligned Textbook Adoption for English/Language Arts</p> <p>COSP will adopt a new English/Language Arts program for the 2010-2011 school year. The preview and selection of these ELA programs will commence in Fall 2009. An English/Language Arts Curriculum Committee will be involved in the selection process. During the 2009-2010 school year, we will provide teacher trainings on the implementation and use of the adopted ELA program. The new program will be implemented in the 2010-2011 school year. The teacher training will focus on how to maximize the utilization of the textbooks and materials with a high student transition rate.</p>	<ul style="list-style-type: none"> - COSP Administration - Language Arts Curriculum Committee - Language Arts Consultant - SJCOE Educational Services - Site and Instructional Staff (Begin 2010) <p style="text-align: center;">COMPLETED</p>		\$150,000	IMFRP

<p><u>Action:</u> Implement and expand the Character-Based Literacy Program</p> <p>COSP will continue to utilize Character-Based Literacy for the English Language Arts program in the Court Schools. Each month students read common books from the state-adopted literature list. The lessons were designed at Santa Clara University to include a variety of strategies that are found to be most successful with Court and Community school students, including word walls and timelines. The books are organized under five themes that comprise the focus of Character Education program. It utilizes the Write Source books as an important grammar component.</p>	<ul style="list-style-type: none"> - COSP Administration - Site and Instructional Staff (ongoing) 		\$5,000	State Funds
<p><u>Action:</u> Implement assessment software to provide short and long term student achievement data</p> <p>COSP will implement software developed by Northwestern Education Association (NWEA) to measure short and long term student achievement. Students will initially be assessed at the beginning of the school year and upon enrollment in COSP. Students will subsequently be assessed mid-year to determine the level of academic growth. Teachers will have desktop access to student data, which will enable them to identify and target specific student needs.</p>	<ul style="list-style-type: none"> - COSP Administration - COSP Student Services - COSP Information Technology - Site and Instructional Staff - NWEA consultants (ongoing) 		20,000	State Funds
<p><u>Action:</u> Emphasize and expand program-wide writing assessment</p> <p>Consultant will provide training in calibration and scoring of student essays using the State of California writing rubric to COSP teachers and administrators four full days. All students in grades 7-12 will participate in the writing assessment. The assessment will be administered twice a year, once at the beginning and again mid-year. The assessment data will be used to measure on-going achievement and identify specific student needs. Instruction will be modified and adapted based on the assessment to better meet student needs. Teachers will have desktop access to student writing assessment data.</p>	<ul style="list-style-type: none"> - COSP Administration - COSP Student Services - COSP Information Technology - Site and Instructional Staff - UOP Consultant (an ongoing part of local assessments) 		\$8,000	State Funds

<p><u>Action:</u> Emphasize and expand a comprehensive writing program</p> <p>Consultant will continue to provide training to teachers to move students through the writing process, including integrating mini-lessons for rhetorical features of genre and for writing conventions, connecting reading from student anthology to type of writing taught, assessing student work, and beginning writing portfolios to track student growth and to facilitate student goals setting.</p> <p>Consultant will coach at least one teacher from each region to become more proficient in teaching students to write. Consultant will assist the teachers with lesson planning, observation and reflection. Consultant will also model or team teach lessons then debrief with teachers.</p> <p>Currently we are also offering writing workshops with our consultant Scott Evans, UOP professor.</p>	<ul style="list-style-type: none"> - COSP Administration - Site and Instructional Staff - Consultant <p>(ongoing)</p>		\$10,500	State Funds
<p><u>Action:</u> Provide before and after school remediation</p> <p>COSP will provide intensive CAHSEE remediation for students in grades 10-12 for two hours after-school, twice a week. The remediation will target students who have failed or are at risk of failing one or both sections of the CAHSEE. Additional intervention will be provided to students in grades 7-12 for one hour before school, four days a week. The remediation will focus on Mathematics and English/Language Arts standards and students who have scored at basic or below on CSTs.</p>	<ul style="list-style-type: none"> - COSP Administration - COSP Student Services - Site and Instructional Staff <p>(ongoing)</p>		\$10,000	State Funds
<p><u>Action:</u> “Rigor, Relevance and Relationships” training</p> <p>COSP will contract with DAGGETT (International Center for Education Consultants) to train teachers and administrators on Rigor, Relevance and Relationships curriculum. The intent is to improve learning, address the needs of a changing world and motivate all students to high achievement. DAGGETT consultants will provide three full-days of training and teachers will meet monthly for on-going training and sharing of best practices. This practice is currently infused into our once a month PLC meetings with content area consultants.</p>	<ul style="list-style-type: none"> - COSP Administration - Site and Instructional Staff - Consultant <p>(ongoing)</p>		\$13,000	State Funds

<p><u>Action: Ensure Subject Matter Competency for all COSP teachers</u></p> <p>Continue to support teachers in becoming Highly Qualified Teachers (HQT) through ongoing and targeted professional development opportunities. COSP is in partnership with the Professional Development Department of the San Joaquin County Office of Education to provide subject matter competency for all teachers through the Verification Process for Special Settings (VPSS).</p> <p>Subject matter consultants will provide training to teachers once a month in the areas of Mathematics, English/Language Arts, Science and Social Science. The consultants will also observe individual teachers in the classroom and teach model lessons to provide peer-to-peer coaching that focuses on subject matter competency.</p> <p><u>Action: Visual and Performing Arts Education</u></p> <p>Continue ongoing support of Visual and Performing Arts (VAPA). Provide Art Docents and weekly instruction at Court and Community Schools</p> <p><u>Action: Truancy Task Group</u></p> <p>The Truancy Task Group is a multi-agency program designed to target chronically truant youth. This team approach combines the efforts of COSP, SJC school districts, the District Attorney, Juvenile Court, and Probation to improve school attendance and achievement in school.</p> <p>The Truancy Task Group's goal will be to provide resources to parents and students to encourage attendance and achievement in school. The project will be expanding into all COSP school sites.</p>	<ul style="list-style-type: none"> - COSP Administration - Site and Instructional Staff - SJCOE Educational Services -SJCOE Human Resources (Begin 2009) <ul style="list-style-type: none"> - COSP Administration - Site and Instructional Staff - Art Docents <p style="text-align: center;">COMPLETED</p> <ul style="list-style-type: none"> - COSP Administration - COSP Student Services - SJC School Districts - SJC Juvenile Court - SJC Probation - Parents <p>(Begin 2009)</p> <p style="text-align: center;">Ongoing</p>		<p>\$20,000</p>	<p>Title I</p>
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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, pp. 6-7)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • All teachers and administrators will receive AB75 or AB466/SB472 training in Mathematics (2009) and ELA (2010) instruction as new textbooks are adopted and implemented. • COSP will continue to develop the infrastructure and supports necessary to deliver the current standards aligned ELA curriculum of Character Based Literacy (CBL). This will be accomplished through the following: supporting quarterly regional staff development days to introduce quarterly themes, novels, curriculum, and develop strong teaching practices as they relate to CBL; supporting quarterly administrator meetings to review upcoming curriculum; regularly discussing and planning ways to meet regional needs; looking at current student progress toward division academic benchmarks; supporting CBL fellows within each region that serve as resources, coaches and model teachers to support curricular fidelity and ensure quality student outcomes. • Representatives from NWEA will provide full day training for teachers and administrators prior to implementing the new student assessment software. On-going training will be provided throughout the year to further support the use of the program. Assessment data will be reviewed and discussed at monthly meetings in data teams to identify student strengths and areas for improvement. Curriculum instruction will be adapted to better meet student needs and improve student achievement. <p>Teachers will access student assessment data from their Desktop computers to monitor individual student's progress.</p>	<ul style="list-style-type: none"> - COSP Administration - Site and Instructional Staff - SJCOE Ed. Services (Begin 2009) <li style="text-align: center;">COMPLETED - COSP Administration - Site and Instructional Staff (ongoing) <ul style="list-style-type: none"> -COSP Administration - COSP Student Services - COSP Information Technology - Site and Instructional Staff -Consultant (ongoing) 		\$20,000	

<ul style="list-style-type: none"> • COSP will contract with a consultant from the University of the Pacific to provide training in the reading, scoring and analysis of student writing samples. A rubric will be developed to ensure a consistent objective scoring model is used. Student scores will be entered the student information system so that teachers may access the results from their desktops. Writing assessment data will be used to target individual student needs and modify instruction. • COSP will provide training by contracting with DAGGETT (International Center for Education Consultants) to train teachers and administrators on Rigor, Relevance and Relationships curriculum. DAGGETT consultants will provide three full-days of training and teachers will meet monthly for on-going training and sharing of best practices. • Continue to support teachers in becoming Highly Qualified Teachers (HQT) through ongoing and targeted professional development opportunities. COSP is in partnership with the Professional Development Department of the San Joaquin County Office of Education to provide subject matter competency for all teachers through the Verification Process for Special Settings (VPSS). • Subject matter consultants will provide training to teachers once a month in the areas of Mathematics, English/Language Arts, Science and Social Science. The consultants will observe individual teachers in the classroom, provide feedback and teach model lessons to provide peer-to-peer coaching that focuses on subject matter competency. 	<ul style="list-style-type: none"> - COSP Administration - COSP Student Services - COSP Information Technology - Site and Instructional Staff - UOP Consultant (ongoing) 	\$8,000
<ul style="list-style-type: none"> • COSP will provide training by contracting with DAGGETT (International Center for Education Consultants) to train teachers and administrators on Rigor, Relevance and Relationships curriculum. DAGGETT consultants will provide three full-days of training and teachers will meet monthly for on-going training and sharing of best practices. 	<ul style="list-style-type: none"> - COSP Administration - Site and Instructional Staff - Consultant (ongoing) 	\$13,000
<ul style="list-style-type: none"> • Continue to support teachers in becoming Highly Qualified Teachers (HQT) through ongoing and targeted professional development opportunities. COSP is in partnership with the Professional Development Department of the San Joaquin County Office of Education to provide subject matter competency for all teachers through the Verification Process for Special Settings (VPSS). • Subject matter consultants will provide training to teachers once a month in the areas of Mathematics, English/Language Arts, Science and Social Science. The consultants will observe individual teachers in the classroom, provide feedback and teach model lessons to provide peer-to-peer coaching that focuses on subject matter competency. 	<ul style="list-style-type: none"> - COSP Administration - Site and Instructional Staff - SJCOE Ed. Services -SJCOE Human Resources (Begin 2009) - COSP Administration - Site and Instructional Staff - Consultants (ongoing) 	\$29,500

6. English Learners

- a. **Title III Status and Title I Program Improvement (PI) Status:** An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.

This item does not pertain to S.J.C.O.E. C.O.S.P. Program and Special Education program because these are in Title III Year I Status.

- b. **Title I Program Improvement Status Only:** Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the Title III Accountability Technical Assistance Web page at <http://www.cde.ca.gov/sp/el/t3/acct.asp>).

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>GOAL I: Based on the AMAO data, both AMAO 1 and 2 have been met. The only AMAO still not met is AMAO 3 in English Language Arts. Due to the AMAO results, it is important to develop and implement a systemic ELD program for all EL students. Systematic ELD uses an organized method of instruction delivery that follows a developmental scope and sequence of language skills and includes substantive practice to ensure students increase English language fluency and accuracy.</p> <ol style="list-style-type: none"> 1. Daily ELD instruction for COSP will occur for 30-45 minutes to be provided during the program's first instructional hour of the day. Teachers will collaborate to provide appropriate ELD instruction at the various levels of English proficiency of their students. ELD coaches will be provided to assist with daily instructional implementation. 2. The High Point curriculum will be implemented for ELD instruction. Teachers will team teach and level students for instruction appropriate to fluency level of the students. 	<p>COSP Assistant Superintendent and COSP site principals to oversee implementation of an ELD program school-wide at all sites.</p> <p><u>ELD coaching</u> will be provided by SJCOEs Multilingual Dept. (Spring 2009)</p> <p>COSP Site Principals will ensure that teachers assigned to ELD instruction implement the High Point curriculum. (Spring 2009)</p>	<p><u>High Point</u> curriculum training and coaching to be conducted SJCOEs Multilingual</p>	<p><u>High Point</u> curriculum training cost: 3 day training @ \$500 per session = COSP \$1500</p>	<p>Title 3 Consortium carryover for COSP</p> <p>Title 3 Consortium carryover (to be spent by June 30, 2009)</p>

<p>3. Early identification of EL students requiring special education services, combined with additional RSP teachers, Special Day classes and a full continuation of services such as speech, etc. will result in a more cohesive academic program for these students. Parents of EL students will be provided with this information in the Home Language.</p> <p>4. WRITE training for teachers of EL students will be provided. Teachers will receive reading and writing strategies to improve literacy and they will learn about ELD standards-aligned curriculum and assessment.</p> <p>GOAL II: Provide access to the core curriculum through SDAIE for all ELs. English Learners require daily ELD instruction along with a coherent standards and research based instructional program for academic language development and content literacy across the curriculum.</p> <p>1. All teachers will implement SDAIE strategies to provide access to the core. Teachers will receive training in the standards and research based training, Structures and Strategies, to develop an understanding of appropriate strategies for teaching EL's and learn how to apply them through demonstrated strategies.</p> <p>2. WRITING ACROSS THE CURRICULUM training will be provided for 10 COSP teachers. This training will help teachers improve writing and literacy skills in the content areas.</p> <p>3. Teachers who have completed the 472 training will be provided with the additional ELPD training to assist them with delivering appropriate academic instruction to English Learner.</p>	<p>Assistant Superintendent of COSP will ensure that referrals for Special Ed. are conducted in a timely manner so that students are placed in the appropriate programs. (Spring 2009)</p> <p>COSP Site Principals will ensure that teachers are implementing daily writing instruction. (2009-2010)</p> <p>Assistant Superintendent of COSP and COSP Site Principals to oversee the implementation of SDAIE instruction.</p> <p>COSP Site Principals will ensure that teachers are implementing the writing strategies. Starting in Spring 2009 to June 2010.</p>	<p>Dept (Spring 2009)</p> <p>WRITE training will be provided by the Multilingual staff.</p> <p><u>Structures & Strategies</u> training will be provided by the SJCOE Multilingual Dept. coaches.</p> <p>Training will be provided by SJCOEs Multilingual Dept.</p>	<p>WRITE training cost: \$700/participant for a 4 day training. For 10 COSP teachers = \$7,000</p> <p><u>Structures & Strategies</u> will be provided for 5 half days starting at the beginning of the 2009-2010 school year and then follow up through the year and at Wednesday afternoon staff development days for all COSP for 5 sessions @ \$500 per session = \$2500</p> <p>Training cost: \$225 per/participant per module (10 participants = \$2250)</p>	<p>Title 3 Consortium Allocation</p> <p>Title 3 Consortium for COSP</p>
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<p>4. Adoption and implementation of appropriate intervention and supplemental instructional materials to meet the needs of EL students.</p> <p>GOAL III: Provide purposeful, targeted and on-going professional development in the implementation of state adopted, local board approved standards-aligned curriculum, strategies for differentiation of instruction, universal access for ELs along with ELD and SDAIE training.</p> <p>GOAL IV: Provide for parental involvement and awareness of the COSP program and educational opportunities for their children. Parents will be informed of their rights and responsibilities. Parents are considered part of the team towards a student's academic success.</p> <ol style="list-style-type: none"> 1. Information about the COSP programs 2. Opportunities for Parent-Teacher conferences will occur 4 times per year: once per grading period. Translation arrangements will be provided for parents who need them. Teachers also make themselves available to parents upon request from the parents. Teachers will contact parents at the first signs of at-risk behaviors so that parents are part of the solution. 3. Parents will be recruited to become part of the School Site council (SSC) and translation will be provided. 4. Parents will be recruited to develop an English Learner Advisory Council (ELAC) or DELAC where low EL enrollment would not warrant an ELAC. Notices will be sent out in Spanish to invite parents to participate. 	<p>COSP Site Principals will ensure that the already purchased Rosetta Stone materials are implemented.</p> <p>Assistant Superintendent of COSP will provide a list of teachers who have completed the 472 training.</p> <p>Training provided by SJCOEs Multilingual Department (ongoing, beginning in Summer 2009 – June 2010).</p> <p>Assistant Superintendent of COSP and COSP Site Principals will ensure that opportunities are provided for parents to be incorporated into the education process of their children. (Starting March 2009)</p>	<p><u>ELPD training:</u> will be provided by SJCOEs Multilingual Dept. (2009-2010)</p>	<p><u>ELPD</u> costs per participant @ \$650 for 10 math teachers = \$6,500.</p> <p>No cost</p> <p>Note items listed prior for Professional Development</p>	<p>Title 3 Consortium For COSP</p> <p>Title 3 Consortium for COSP.</p>
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<p>Parents will be called to remind them of the meetings.</p> <p>a. Parents will receive training on their ELAC/DELAC responsibilities and rights.</p> <p>5. At SSC and ELAC/DELAC meetings, parents will be provided with training/information regarding:</p> <p>a. The parents' role and responsibilities (Needs Assessment, Language Census, advise on School plan)</p> <p>b. CAHSEE requirements/STAR</p> <p>c. CELDT assessments and programs/ services for EL students</p> <p>d. Graduation requirements</p> <p>e. Intervention strategies</p> <p>f. College prep & Financial aid</p> <p>g. ROP/Vocational Education program</p> <p>h. Job skills preparation</p> <p>i. Gang awareness</p> <p>j. Drug prevention</p> <p>6. Sign in sheets of parent meetings, agendas and minutes of SSC and ELAC/ DELAC meetings will be maintained for compliance and to demonstrate parent participation.</p> <p>7. Parents will be recruited to chaperone at student events and to volunteer in the classrooms. Parents will be invited to participate in an "Open House" activity at their child's school site.</p>		<p><u>Note items listed prior to this Goal.</u></p>	<p>Cost for translations, snacks for meetings and child care: \$2000</p>	<p>Title 3 Consortium for COSP</p>
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<p>COSP offers the Youth-Build program which assists undereducated and unemployed young adults, ages 17-24, to work toward completion of a high school diploma or GED; to learn construction skills while building affordable housing; to develop leadership skills by becoming involved in their community, and to secure apprenticeships as well as jobs within the construction industry after graduating from the program. YouthBuild is a comprehensive program that focuses on non-traditional approaches to education and paid on-the-job training.</p> <p>COSP Students have the opportunity to enroll in ROP courses, including Cosmetology, Healthy Academy and Computer and Business Applications.</p> <p>Life Skills Academy is offered one day each week to foster youth to learn about skills they can utilize throughout life, such as budgeting, college exploration, job skills, dealing with stress, anger management, health, and nutrition.</p> <p>COSP students participate in Service Learning opportunities, which are teaching strategies that integrates meaningful service to the community into the school curriculum. This experimental method gets students out of the classroom and into the school community and the community at large, where they learn to use their academic knowledge to address real needs.</p> <p>COSP Students have the opportunity to participate in the FARMS program which is land-based learning program, engaging students in learning experiences on the land, ensuring that they develop an understanding for the critical interplay of agriculture, nature and community</p> <p>COSP students have the opportunity to participate in the Wild Link program which gives underserved teens a series of wilderness- and home-based experiences that will empower them to better their own lives as well as their communities; and to ensure that the diverse California citizenry is informed, invested and committed to the enduring resource of Wilderness.</p> <p>COSP students have the opportunity to participate in the Aikido program, which is a form of martial arts with the purpose of safety, self-awareness and building good relationships.</p>	<p>ongoing</p> <p>ongoing</p> <p>COMPLETED</p> <p>COMPLETED</p> <p>COMPLETED</p>			
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COSP students have the opportunity to participate in the innerDISCOVERY program, which is a multi-phased program that provides extraordinary experiences and relationship building opportunities. Students are able to redefine and reach their highest potential by providing physically and psychologically challenging activities designed to penetrate defensiveness, build confidence and foster a sense of positive accomplishment. The process helps students overcome fears, gain trust, and develop supportive relationships.

Ongoing

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8. Include strategies to promote effective parental involvement in the school.

Please describe those strategies. (See DAS, Parent and Community, p. 10)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Parents are involved in the enrollment process, which are held at each school site, to provide individual attention.</p> <p>One week per grading period (4 per year), the SJCOE alternative program observes early release days. This allows for teachers to schedule student/parent/teacher conferences and discuss student assessment results and credits earned. These weeks are referred to as "one on one" days.</p> <p>Parents are also encouraged to sign up to participate in other school activities such as School Site council, chaperoning events, volunteering at quests or in the classroom.</p> <p>Parents serve on the site council and have a voice in educational spending and program decisions. Student Study Teams (SSTs) are held on a regular basis to discuss student behavior/progress with parents/guardians.</p> <p>Parents will be recruited to become part of the School Site council (SSC) and translation will be provided.</p> <p>Parents will be recruited to develop an English Learner Advisory Council (ELAC)/DELAC. Notices will be sent out in both English Spanish to invite parents of English Learners to participate. Parents will be called to remind them of the meetings.</p> <p>a. Training will be given to parents on their ELAC/DELAC responsibilities and rights.</p> <p>At SSC and ELAC/DELAC meetings, parents will be provided with training/information regarding:</p> <ul style="list-style-type: none"> a. The parents' role and responsibilities (Needs Assessment, Language Census, advise on School plan) b. CAHSEE requirements/STAR Data c. CELDT assessments and programs/ services for EL students d. Graduation requirements e. Intervention strategies f. College prep & Financial aid g. ROP/Vocational Education program h. Job skills preparation i. Gang awareness j. Drug prevention 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>			

