

Single Plan for Student Achievement



2018 - 2019

School: Santa Clara County Community and Court School

District: Santa Clara County Office of Education

County-District School (CDS) Code: 43104396069371

Director: Jennifer Ann

Date of this revision: 05/22/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 6/14/17.



Table of Contents

School Mission, Vision, and Services	4
Form A: Planned Improvements in Student Performance	5
Form C: Programs Included in This Plan	12
Form D: School Site Council Membership	16
Form E: Recommended Assurances	17

OUR VISION, MISSION AND SERVICES

- **SPED VISION...**

Santa Clara County Office of Education’s Special Education Department recognizes that every student has unique educational and individual needs. We will serve as a partner with the county’s public schools to serve students with disabilities from birth to age 22. We are dedicated to assisting and supporting every student to maximize academic, physical, social/emotional, behavioral, and vocational skills in a safe environment, which encourages students to become responsible, contributing members of their community.

- **OUR MISSION...**

To serve, inspire, and promote student success by creating opportunities for all students to participate in high-quality educational programs which include:

- appropriate placement options;
- instruction, curriculum and materials that are student-centered, grade level and developmentally appropriate, preparing for transition, coordinated across classes, and linked to Common Core State Standards
- learning environments that are safe, nurturing, respectful, and least restrictive; and
- collaboration with all educational team members to focus on student learning.

- **OUR SERVICES**

The Special Education Department of the Santa Clara County Office of Education provides a variety of instructional programs and service for children and student with severe or low incidence disability from birth through 22 years of age. The students come from 31 school districts in Santa Clara County and are served more effectively by a low student to staff ratio and a highly structured environment. Programs are divided into Early Education (birth to 3 years), preschool, elementary, secondary, and post senior. The types of programs offered include Deaf/Heard of Hearing, Orthopedically Impaired, Autism Spectrum Disorders, Visually Impaired, Emotionally, Disturbed, Medically Fragile, and Severely Disabled.

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

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LCAP Goal 1: All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

LCAP Goal 3: In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

<p>What data did you use to form this goal?</p> <p>Assessment scores (Smarter Balanced Assessment Consortium (SBAC) in ELA and Math; California Alternative Assessment (CAA) assessments; benchmark assessments in reading and math; progress on IEP goals for ELA and math); ELPAC scores for English Language Learners; SCCOE CALPS; parent, student and staff feedback obtained through surveys, including the LCAP Priorities survey and the California Healthy Kids Survey in 2017-18 (CHKS).</p>	<p>What were the findings from the analysis of this data?</p> <p>There is a need for consistent implementation of the common core curriculum and intervention materials so that students have access and opportunity to succeed on the CAA (or other state Adopted Alternate Assessment for students with special needs). This access and opportunity will also facilitate students in meeting their IEP goals and objectives. The students who take the SBAC state assessment need English Language instruction and specialized support in order to meet grade level common core standards.</p> <p>We have identified staff professional development, English Language Development curriculum implementation and assessment supporting the</p>	<p>How will the school evaluate the progress of this goal?</p> <p>IEP goals will be monitored as specified by the student’s IEP. Data will be gathered through written records, online data collection tools (e.g., Student Annual Needs Determination Inventory), and test results at least one time per semester. Aggregate data of goal attainment will be analyzed at the annual IEP to determine yearly progress for: a) of English Language Arts, b) mathematics, and c) English Language development.</p> <p>-Student progress will be analyzed and monitored through the use of teacher-made assessments</p>
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	<p>implementation of standards-based curriculum as areas of need for the LEA.</p>	<p>(daily), and at monthly collaboration meetings.</p> <ul style="list-style-type: none"> -Student response to Common Core academic language, depth of knowledge (DOK) and universal design for learning (UDL) in English Language Arts lessons -Analysis of results of SBAC, CAA and SANDI (online) assessments -Analysis of results of Alternate Assessments (for ELPAC) -Implementation of Common Core curriculum, intervention materials, and Common Core State Standards will be monitored by administrators through the use of structured observations, evidenced-based checklists, indicators of success, and 1:1 principal-supervisor conferences - Feedback on staff/student/parent surveys; data analysis of school attendance rates, middle school dropout rates, high school graduation rates, student suspension rates, chronic absenteeism rates; agendas/sign-in sheets for parent engagement opportunities, and agendas/sign-in sheets for staff professional development meetings and events.
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Continue to offer professional development and teacher training on assessments, data collection and analysis of data to improve student outcomes.</p> <p>July 2018 - June 2019</p>	<p>Director of Special Education, Assistant Director of Special Education, Principals, Managers of Special Education, Teachers</p>	<ul style="list-style-type: none"> • Provide training to increase the use of academic vocabulary in teachers and students • Investigate new methods of delivering professional development such as online, web-based conferencing, developing virtual professional development libraries, on-line learning modules, videotaping presentations, web surveys, etc. • Continue to build a more collaborative, supportive, and evidence based professional environment conducive to sharing among administrators, staff, students, and parents. • Train staff to administer and interpret SBAC, and California Alternate Assessment (CAA) on an annual basis. • Provide training to paraeducators to increase the use of academic vocabulary, improve behavior management in the classrooms, and build capacity in order to increase fidelity of programs. (Met but should continue) <p>July 2018 – June 2019</p>	<p>Title I Teacher extra time \$15,000 (1XXX-3XXX)</p> <p>(Met but continue)</p> <p>(Met but continue)</p> <p>Title I Paraeducator extra time \$15,000 (1XXX – 3XXX)</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>EL students will be accurately assessed and be provided grade level appropriate curriculum to meet individual student needs.</p> <p>July 2018 – June 2019</p>	<p>Director of Special Education, Assistant Director of Special Education, Principals, Managers of Special Education, Teachers</p>	<ul style="list-style-type: none"> • Utilize supplemental research based English Language development curriculums to support English Learners • Provide ELD Training to staff • Align staff development and professional collaboration with standards based grade level materials (Met but should continue) • English Language Learner progress will be analyzed and monitored through the use of teacher-made assessments, Alternative Assessment to (English Language Proficiency Assessments for California - ELPAC), Student Annual Needs Determination Inventory (SANDI) and SCCOE CALPS <p>July 2018 - June 2019</p>	<p>Title I Teacher extra time \$5,284 (1XXX-3XXX)</p> <p>Title I Paraeducator extra time \$1,967 (2XXX-3XXX)</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Students will have access to online curriculum, assessments and other technologies used for individual learning (may include but not limited to interim Smarter Balanced Assessment Consortium (SBAC) assessments, Student Annual Needs Determination Inventory (SANDI), Study Island, Unique curriculum, Raz-Kids, IXL, Lexia, and Odysseyware, etc.)</p> <p>July 2018 – June 2019</p>	<p>Director of Special Education, Assistant Director of Special Education, Principals, Managers of Special Education, Teachers</p>	<ul style="list-style-type: none"> • Provide a continuum of locally and State Board of Education (SBE) adopted materials to student with disabilities (Met but continue) • Purchased approved supplemental materials and intervention materials, including technology to support student access to common core standards, as needed. (Met but continue) • Provide professional development and collaboration aligned with standards based instructional materials (Met but continue) <p>July 2018 - June 2019</p>	<p>Title I \$35,000 - (5830) Online curriculum courses and materials</p> <p>Teacher extra time \$3,195 (1XXX-3XXX)</p> <p>Paraeducator extra time \$1,189 (2XXX-3XXX)</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Maximize student learning by providing a rich learning environment that integrates technology through collaboration</p> <p>July 2018 - June 2019</p>	<p>Director of Special Education, Assistant Director of Special Education, Principals, Managers of Special Education, Teachers</p>	<ul style="list-style-type: none"> • Provide classroom environments with technology to engage students in learning opportunities to support unique learning needs. (Met but continue) • Special Education teachers will incorporate technology into daily instruction effectively demonstrating best practices using technology in the classroom. (Met but continue) • Provide professional development for staff on best practices for use of technology in the classroom. <p>July 2018 – June 2019</p>	<p>Title I \$25,000 - Equipment costing under \$500 (4368), Non-Capitalized equipment (4400)</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Provide meaningful activities/classes that promote leadership, self-advocacy, a sense of belonging and life skills development. May include by not be limited to: field trips, sports programs, etc.</p> <p>July 2018 - June 2019</p>	<p>Director of Special Education, Assistant Director of Special Education, Principals, Managers of Special Education, Teachers</p>	<ul style="list-style-type: none"> Identify and offer real-life training opportunities and experiences through community based education and other educational outings. Fund 1 Board Certified Behavior Analyst and 7 Behavior Associates to provide behavioral support, develop data collection system, and facilitate professional development for staff <p>July 2018 - June 2019</p>	<p>Title I \$30,000 Contracts/Agreements (5800-5899)</p> <p>Title I \$150,000 – Materials and Supplies (4XXX)</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Involve and engage parents through activities to become effective partners in their child's education</p> <p>July 2018 - June 2019</p>	<p>Director of Special Education, Assistant Director of Special Education, Principals, Managers of Special Education, Teachers</p>	<ul style="list-style-type: none"> Identify, staff and schedule family engagement activities including Common Core and College & Career information sessions, School Site Council & English Language Advisory Committee meetings, award nights and student orientations, recreation and leisure activities for students and families 	<p>Title I \$4,332 Contracts/Agreements (5800-5899)</p>

		<ul style="list-style-type: none">• Contract with community partners to provide parent education workshops to support parents to understand special education and special education processes.• Newsletters for the department will be provided to parents 2 times a year via various formats• Provide access to support and resources for students and families to address any real-life issues and situations (e.g. medical, trauma, etc.) <p>July 2018 - June 2019</p>	
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Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	N/A	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	N/A	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	N/A	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	N/A	<input type="checkbox"/>

<input type="checkbox"/>	Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	N/A	<input type="checkbox"/>
<input type="checkbox"/>	Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	N/A	<input type="checkbox"/>
<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	N/A	<input type="checkbox"/>
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	N/A	<input type="checkbox"/>
<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	N/A	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	N/A	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	N/A	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	N/A	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	N/A	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	N/A	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		N/A	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$108,309	<input type="checkbox"/>

<input checked="" type="checkbox"/> <p>Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</p>	\$2,942		<input type="checkbox"/>
<input checked="" type="checkbox"/> <p>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)</p>	\$29,423		<input type="checkbox"/>
<input type="checkbox"/> <p>Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals</p>	\$0.00		<input type="checkbox"/>
<input type="checkbox"/> <p>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards</p>	N/A		Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/> <p>Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs</p>	\$0.00		<input type="checkbox"/>
<input type="checkbox"/> <p>For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement</p>	\$0.00		<input type="checkbox"/>
<input checked="" type="checkbox"/> <p>Other federal funds: Title I, Part A: District Authorized Reservations (Shared between AED and SpEd) Purpose: Develop positive climate strategies to maximize student engagement and connectedness by hiring 1 FTE Board Certified Behavior Analysts (BCBA) and 6 FTE Behavior Associates to provide behavioral support, develop data collection system, and facilitate professional development for staff</p>	\$148,872		<input type="checkbox"/>

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

<input type="checkbox"/> Other federal funds: Title I, Part A:	\$0.00	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds Title I, Part A:	\$0.00	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other federal funds Title I, Alternative Supports	\$21,470	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$111,251	
Total amount of state and federal categorical funds allocated to this school	\$111,251	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.² The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Raj Pawar	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karyn Kikuta	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marcos Delgadillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ron Maloney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tina Lane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Moore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mitzi Marek	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Winston Samuels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Norma del Rio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathy Bays	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Damian Huertas-Ruiz	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Casey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	4	3	4	<input type="checkbox"/>

² EC Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Signature _____ Signature
 - (list) Signature _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: June 7, 2017.

Attested:

James Howarth Principal

Signature of Principal

Date

Raj Pawar of SSC Chairperson

Signature of SSC Chairperson

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