



# 2011-12 SINGLE PLAN FOR STUDENT ACHIEVEMENT

## Santa Clara County Special Education School

Santa Clara County Office of Education District



The District Governing Board  
approved this revision of the School  
Plan on: **6/15/2011**

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Santa Clara County Special Education 2011-12  
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
English-Language Arts			
All students will reach high standards in English Language Arts by 2013-14			
Use of standards-aligned instructional materials and strategies	7/1/2011	6/29/2012	\$2,096
Professional Development and Collaboration aligned with standards-based instructional materials	7/1/2011	6/29/2012	\$62,865
Provide Auxiliary Services for Students and Parents (Including Outreach, etc.)	7/1/2011	6/29/2012	\$7,543
Mathematics			
All students will reach high standards in mathematics by 2013-14			
Use standards-aligned instructional materials and strategies	7/1/2011	6/29/2012	\$2,096
Align Staff Development and Professional Collaboration with Standards Based Materials	7/1/2010	6/29/2012	\$62,866
Provide Auxiliary Services for Students and Parents (Including Outreach, etc.)	7/1/2011	6/29/2012	\$7,543
English Language Development			
All Limited - English Proficient Student will become Proficient in English			
Utilize supplemental researched based ELD curriculums to support English Learners	7/1/2010	6/29/2012	\$2,096
Align Staff Development and Professional Collaboration with Standards Based Materials	7/1/2011	6/29/2012	\$86,878
School Climate			
Students will be educated in learning environments that are conducive to learning.			
Utilize Supplemental Staffing to Support Underachieving Students Behavioral and Emotional Needs	7/1/2010	6/29/2012	\$122,097
Train Teachers and Aides in Developing Students' Social Skills and Improving Behaviors	7/1/2010	6/29/2012	\$62,866
Other			
All Students will Graduate from High School or Earn a Certificate of Completion			
Increase Real-Life Training Options and Experiences via Trips to Museums & Other Educational Outings	7/1/2010	6/29/2012	\$2,096
Total Annual Expenditures for Current Site Plan: \$421,042.00			

## Goals

### 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

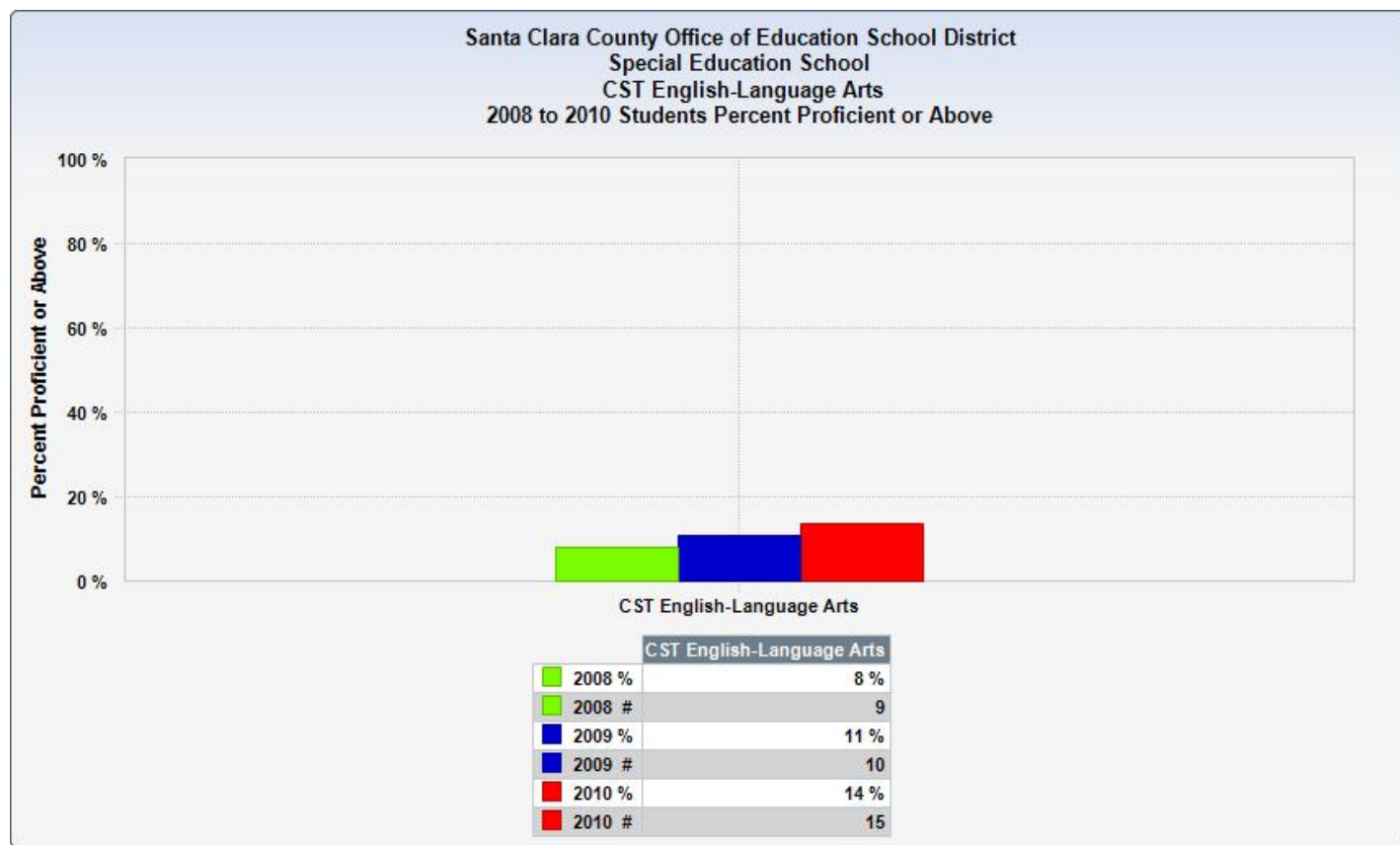
Goal Area : English-Language Arts

Goal Title : All students will reach high standards in English Language Arts by 2013-14

All students will reach high standards, at a minimum, attaining proficiency or better in English Language Arts by 2013-14.

What data did you use to form this goal (findings from data analysis)?

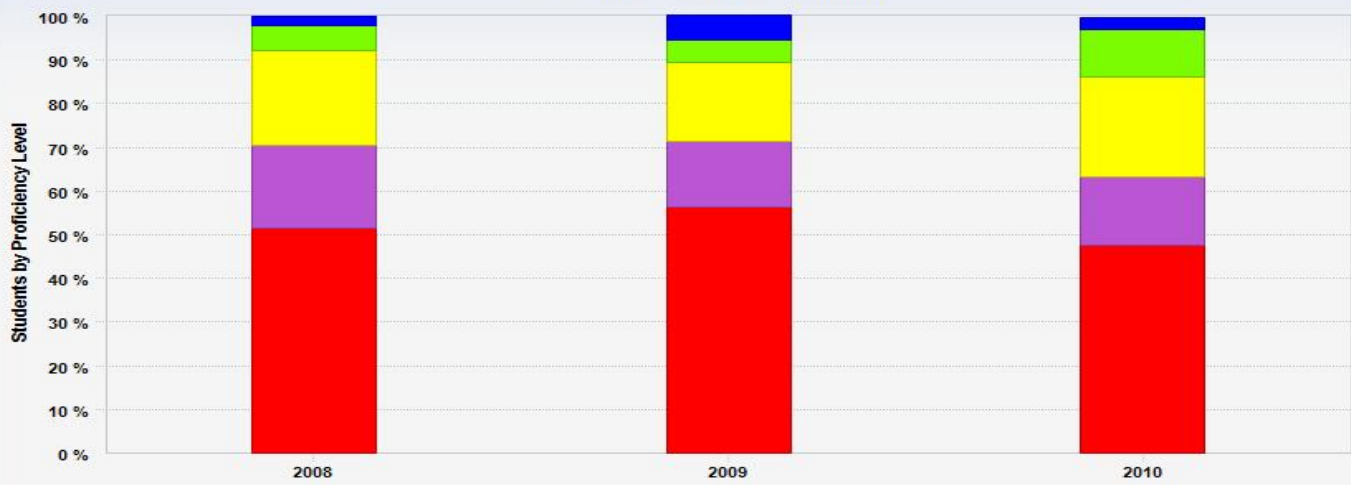
We used the California Standards Tests.



# Santa Clara County Special Education 2011-12

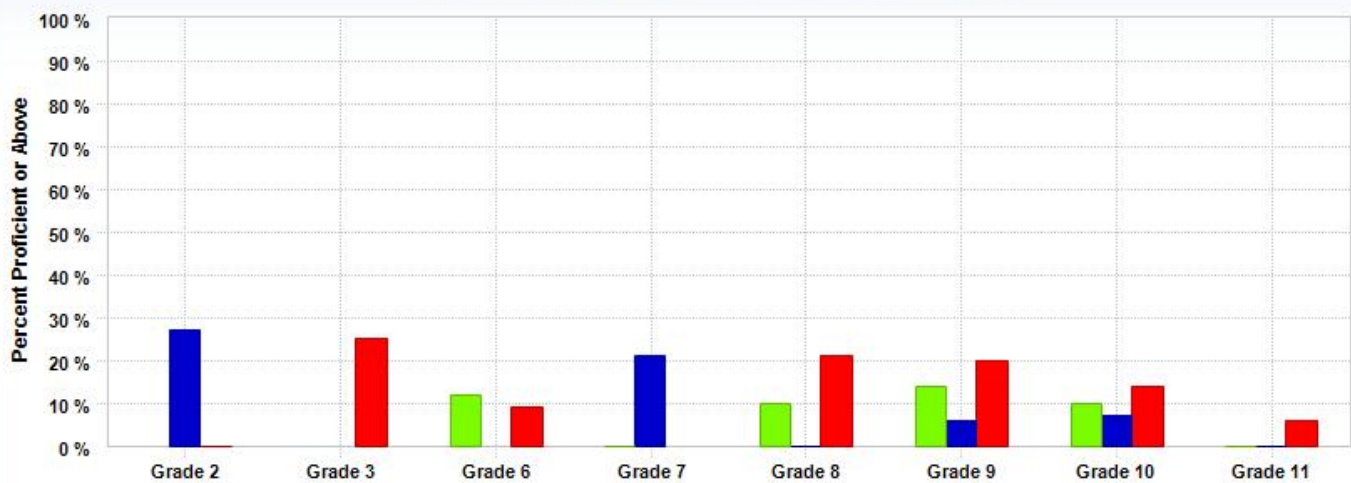
## Single Plan For Student Achievement Report

**Santa Clara County Office of Education School District  
Special Education School  
CST English-Language Arts  
2008 to 2010 Students by Proficiency Level**



	2008		2009		2010	
Far Below Basic %	51 %		56 %		48 %	
Far Below Basic #	56		53		52	
Below Basic %	19 %		15 %		16 %	
Below Basic #	21		14		17	
Basic %	22 %		18 %		23 %	
Basic #	24		17		25	
Proficient %	6 %		5 %		11 %	
Proficient #	6		5		12	
Advanced %	2 %		6 %		3 %	
Advanced #	2		5		3	

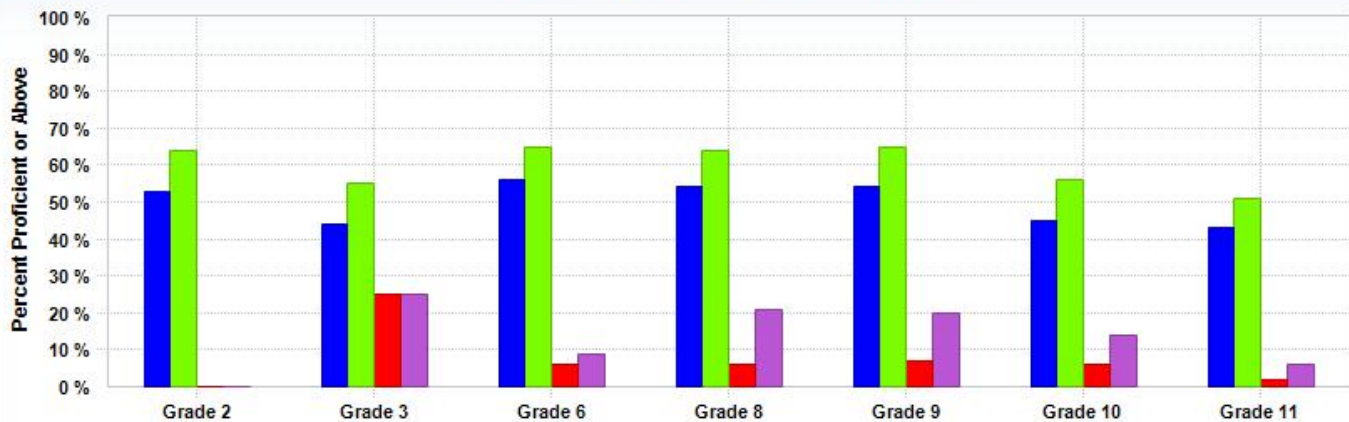
**Santa Clara County Office of Education School District  
Special Education School  
CST English-Language Arts  
2008 to 2010 Students Percent Proficient or Above by Grade**



	Grade 2	Grade 3	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2008 %			12 %	0 %	10 %	14 %	10 %	0 %
2008 #			2	0	2	2	2	0
2009 %	27 %			21 %	0 %	6 %	7 %	0 %
2009 #	5			3	0	1	1	0
2010 %	0 %	25 %	9 %		21 %	20 %	14 %	6 %
2010 #	0	3	1		3	3	3	1

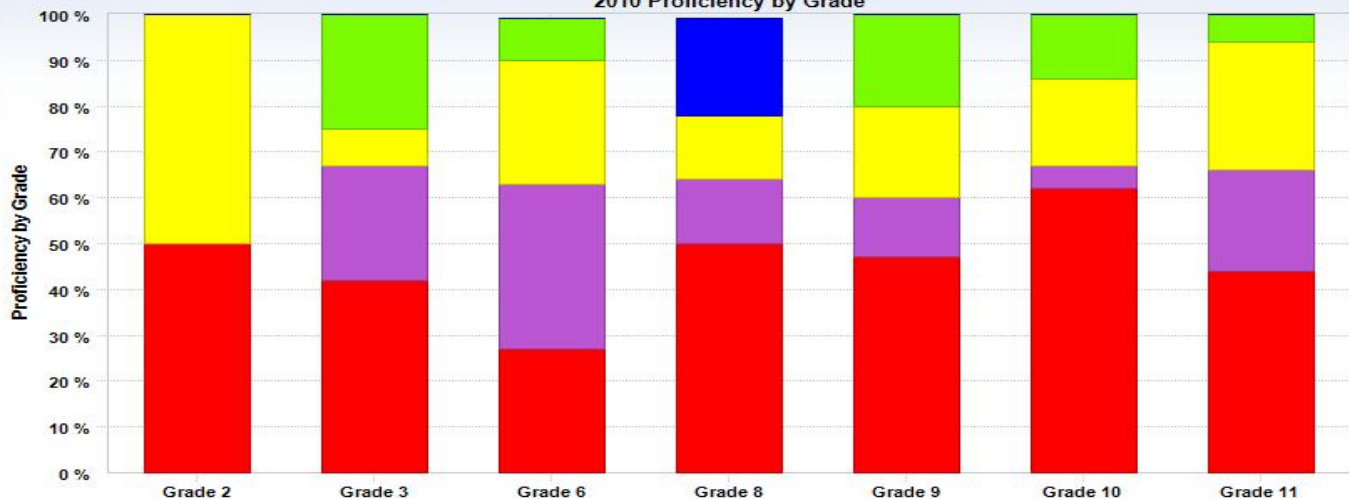


Santa Clara County Office of Education School District  
Special Education School  
CST English-Language Arts  
2010 Students Percent Proficient or Above by Grade



	Grade 2	Grade 3	Grade 6	Grade 8	Grade 9	Grade 10	Grade 11
State of California %	53 %	44 %	56 %	54 %	54 %	45 %	43 %
State of California #	241,936	193,959	244,640	243,977	264,781	217,050	194,182
Santa Clara %	64 %	55 %	65 %	64 %	65 %	56 %	51 %
Santa Clara #	13,329	10,935	12,103	11,848	12,459	10,758	9,372
Santa Clara County Office of Education %	0 %	25 %	6 %	6 %	7 %	6 %	2 %
Santa Clara County Office of Education #	0	3	1	5	9	14	5
Special Education %	0 %	25 %	9 %	21 %	20 %	14 %	6 %
Special Education #	0	3	1	3	3	3	1

Santa Clara County Office of Education School District  
Special Education School  
CST English-Language Arts  
2010 Proficiency by Grade



	Grade 2	Grade 3	Grade 6	Grade 8	Grade 9	Grade 10	Grade 11
Far Below Basic %	50 %	42 %	27 %	50 %	47 %	62 %	44 %
Far Below Basic #	6	5	3	8	7	14	8
Below Basic %	0 %	25 %	36 %	14 %	13 %	5 %	22 %
Below Basic #	0	3	4	2	2	1	4
Basic %	50 %	8 %	27 %	14 %	20 %	19 %	28 %
Basic #	6	1	3	2	3	4	5
Proficient %	0 %	25 %	9 %	0 %	20 %	14 %	6 %
Proficient #	0	3	1	0	3	3	1
Advanced %	0 %	0 %	0 %	21 %	0 %	0 %	0 %
Advanced #	0	0	0	3	0	0	0

## Santa Clara County Special Education 2011-12 Single Plan For Student Achievement Report

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How does this goal align to your Local Educational Agency Plan goals?

This goal is included in our Local Educational Agency Plan.

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

All stakeholders were invited to be involved in analyzing the data and the development of this goal. The school site council aggressively sought the input of teachers, administrators, councils, committees, and community members (e.g., the English Language Arts curriculum committee and committees for Limited English Proficient, etc.)

Who are the focus students?

All underachieving students.

What is the expected growth?

Each year all statistically significant underachieving student subgroups will decrease the number of students performing below the expected proficient level by 33%. Maintaining this yearly rate of improvement will enable all students to attain proficiency or better in their English Language Arts standardized testing results as measured by the CSTs by the year 2013-2014.

What data will be collected to measure student achievement?

Report card grades  
California High School Exit Exam  
California Standards Test  
California Alternative Performance Assessment  
Progress towards IEP goals

What process will you use to monitor and evaluate the data?

Progress towards this goal will be measured based on the results of the California Standards Tests (CSTs) in the academic area of English Language Arts.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Use of standards-aligned instructional materials and strategies

Means of Achievement: Alignment of instruction with content standards

## Santa Clara County Special Education 2011-12

### Single Plan For Student Achievement Report

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#### Tasks :

1. Provide teachers with the appropriate California standards document according to their student age levels  
27
  - a. 0-3 years: California Infant/Toddler Learning and Development Foundations
  - b. 3-5 years: California Preschool Learning Foundations
  - c. K-12: Reading/Language Arts Framework for California Public Schools
2. Provide teachers with the core curriculum and supplementary materials in Reading/ Language Arts (R/LA) that are adopted by the host district for each special education class. For students attending programs on district sites, students have access to the same textbooks that the non-disabled peers use.
3. Provide early literacy materials for 0-5 year programs.
4. Provide teachers who work with students with severe cognitive delays with copies of the "Special Education Alternate Curriculum for Students with Moderate to Severe Disabilities". Use of this curriculum is determined by each student's IEP team. This curriculum was developed by the Special Education Administrators of County Offices in 2008 and ensures access to Reading/Language Arts, English Language Development, Mathematics, History-Social Science, Science, Visual and Performing Arts, and Health/Physical Education.
5. Continue to provide a continuum of locally and SBE-adopted R/LA materials, to students with disabilities, as identified in IEP goals.
  - a. Purchase supplemental core curriculum materials to increase access for special education students
  - b. Purchase intervention materials including:
    - i. Edmark intervention materials for additional comprehension, phonics and fluency support
    - ii. Lexia Reading Program which provides computer-aided access for special education students
6. Through the R/LA Curriculum Committee, identify and approve supplemental core materials and intervention materials, to provide continuity between programs.
7. Purchase approved supplemental materials and intervention materials as needed.
8. Purchase adaptive core curriculum materials, supplementary materials, and interventions for students with vision, hearing or orthopedic impairments through the California Low-Incidence Program.
9. Encourage staff to visit the SCCOE Resource Center which offers a professional library, Learning Resource Display Center, an Instructional Materials Resource Center, and a Grant Resource Center. Staff can review best practices, review and borrow newly-adopted textbooks, make instructional materials on site, or seek expertise in writing a grant.

#### Measures :

Students' academic performances will improve as measured by teacher evaluation; including report card grades and/or progress towards IEP goals.

Students' academic performances will improve the California High School Exit Exam.

Students' academic performances will improve on the California Standards Test or the California Alternative Performance Assessment.

#### People Assigned :

Director of Special Education  
Principals  
Manager of Special Education  
Coordinator of Categorical and Special Projects  
Teachers

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator and Administrative Support	\$2,096

Action Title: Professional Development and Collaboration aligned with standards-based instructional materials

Means of Achievement: Staff development and professional collaboration

Tasks :

1. In collaboration with the Instructional Services department and master special education staff, plan and implement targeted professional development to staff in implementing research-based best practices for delivering a consistent core curriculum
  - a. R/LA framework
  - b. Adopted core curriculum materials including supplementary and intervention materials
  - c. Modifications and adaptations
  - d. Balanced literacy
  - e. Instructional strategies such as Guided Reading and Writer's Workshop
  - f. Assessments
2. Provide collaboration time and structure for staff members to develop and share adopted materials and common instructional approaches to improve continuity between similar levels and programs.
3. Research options for providing in-classroom coaching support as needed based upon teacher request or based upon classroom observations by site administrator.
4. Encourage staff to attend SB 472 trainings on the core curriculum of their host district.
5. Train staff on interpretation of DRDP-Access (preschool testing), CST, CAPA, and CAHSEE testing.
6. Inform staff, students and families about the importance of performing well on standardized testing and appropriate preparations prior to and during the testing situations to augment improved attention and focus.
7. Investigate new methods of delivering professional development such as web-based conferencing, videotaping presentations, web surveys, etc.
8. Continue to improve communication methods to inform staff about curricular issues and professional development opportunities.
  - a. Expand Special Education webpage and SCCOE intranet to reach staff members.
  - b. Continue professional development newsletter
9. Continue PAR program which matches mentors with new teachers.
10. Develop and implement trainings for educational assistants in the areas of curriculum, instructional methods, and interventions appropriate for their respective student groups.
11. Provide Leadership Team with R/LA trainings or supplemental information during Leadership Team trainings.
12. Continue to develop and add motivations for staff to participate in professional development activities.
  - a. Continue Bonus Bucks program which allows staff to earn extra dollars for their programs/classes by attending relevant workshops.
  - b. Continue Buddy program which pairs experienced staff with new staff for collaborative support.
  - c. Provide stipends to master teachers who plan curriculum and implement professional development activities.
  - d. Expand the use of CEUs with the Human Resource Department.

Measures :

Students' academic performances will improve as measured by teacher evaluation; including report card grades and/or progress towards IEP goals.  
Students' academic performances will improve the California High School Exit Exam.  
Students' academic performances will improve on the California Standards Test or the California Alternative Performance Assessment.

People Assigned :

Director of Special Education  
Principals  
Manager of Special Education  
Coordinator of Categorical and Special Projects  
Teachers

Start Date : 7/1/2011

Completion Date : 6/29/2012



## Santa Clara County Special Education 2011-12

### Single Plan For Student Achievement Report

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Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator and Administrative Support	\$2,096
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Teachers - Extra Time	\$30,416
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Aides - Extra Time	\$30,353

Action Title: Provide Auxiliary Services for Students and Parents (Including Outreach, etc.)

Means of Achievement: Auxiliary services for students and parents

Tasks :

1. Continue to build a more collaborative, supportive, professional environment conducive to sharing among administration, staff, students, parents, and the supporting agencies.
2. Provide direct and regular contact between school personnel and parents regarding behavior, academic progress and progress on IEP/IFSP goals at IEP/IFSP meetings and with quarterly reports.
3. Inform parents about progress on curricular goals at annual student IEP/IFSP meetings and in the quarterly progress communications.
4. Provide parents with access to the Special Education Department's School Accountability Report Card (SARC) which reports annual department progress.
5. Translate more school documents/parental notices into other languages.
6. Continue to encourage parents and families to stay informed by attending events such as parent education workshops, the county-wide "Transition Fair" which highlights local support agencies, Open Houses at sites, holiday events and all-school theme/activity days.
7. Invite parents to participate on committees such as:
  - a. The Community Advisory Committee in their geographical areas. These are groups of parents, administrators and special educators that are hosted by the SELPAs (Special Education Local Planning Areas). The CACs work to keep their parents informed about special education issues and information through workshops and newsletters.
  - b. School Site Council Meetings
8. Continue strong alliances with community organizations and agencies (Department of Rehabilitation, First 5, County Mental Health, San Andreas Regional Center)
9. Explore additional communication avenues such as website information to keep students, parents and the community informed of our schools' performance and school improvement process.
10. Increase the number of school documents and correspondence in languages other than English.

Measures :

Students' academic performances will improve as measured by teacher evaluation; including report card grades and/or progress towards IEP goals.  
Students' academic performances will improve on the California Standards Test or the California Alternative Performance Assessment.

People Assigned :

Director of Special Education  
Principals  
Manager of Special Education  
Coordinator of Categorical and Special Projects  
Teachers

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Material Resources	\$5,447
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator and Administrative Support	\$2,096

# Santa Clara County Special Education 2011-12

## Single Plan For Student Achievement Report

### 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

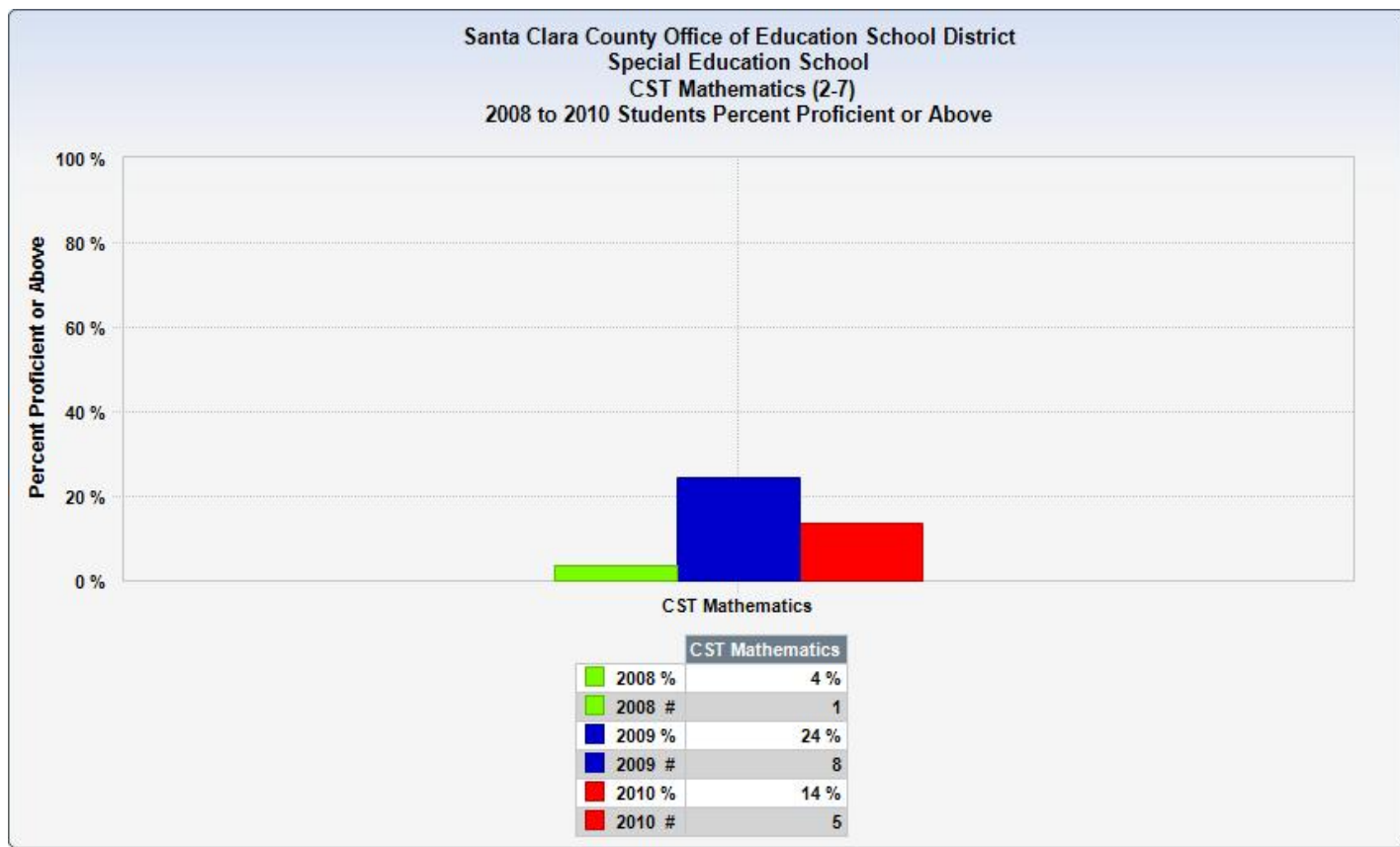
Goal Area : Mathematics

Goal Title : All students will reach high standards in mathematics by 2013-14

All students will reach high standards, at a minimum attaining proficiency or better in mathematics by 2013-2014.

What data did you use to form this goal (findings from data analysis)?

The California Standards Tests.



# Santa Clara County Special Education 2011-12

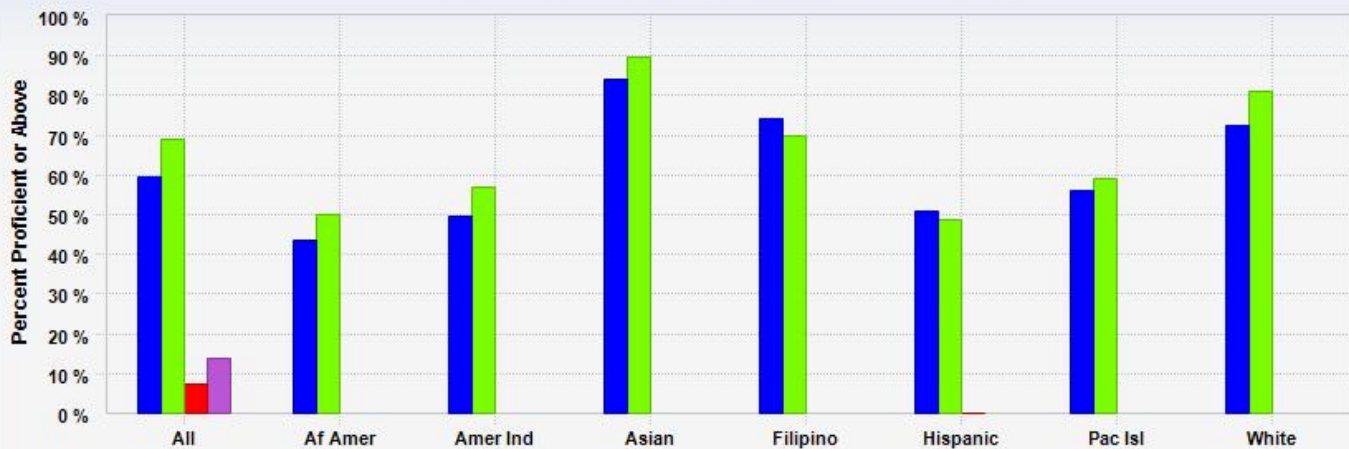
## Single Plan For Student Achievement Report

**Santa Clara County Office of Education School District  
Special Education School  
CST Mathematics (2-7)  
2008 to 2010 Students by Proficiency Level**



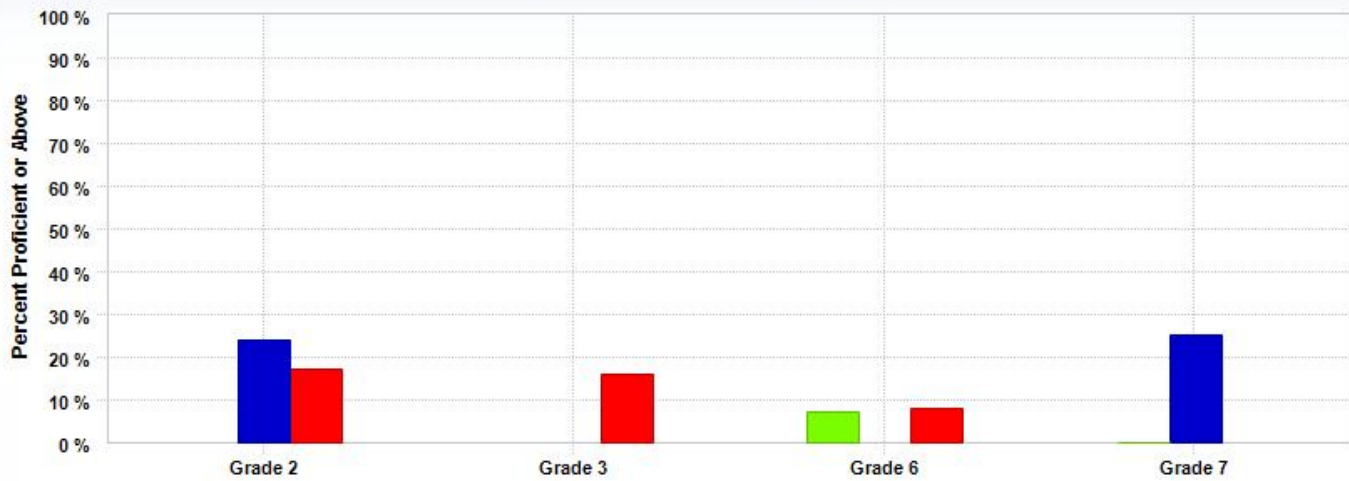
	2008		2009		2010	
Far Below Basic %	45 %		53 %		44 %	
Far Below Basic #	14		16		16	
Below Basic %	40 %		16 %		30 %	
Below Basic #	13		5		11	
Basic %	13 %		7 %		11 %	
Basic #	4		2		4	
Proficient %	0 %		10 %		8 %	
Proficient #	0		3		3	
Advanced %	4 %		14 %		5 %	
Advanced #	1		4		2	

**Special Education School Comparisons  
CST Mathematics (2-7)  
2010 Students Percent Proficient or Above by Subgroups**



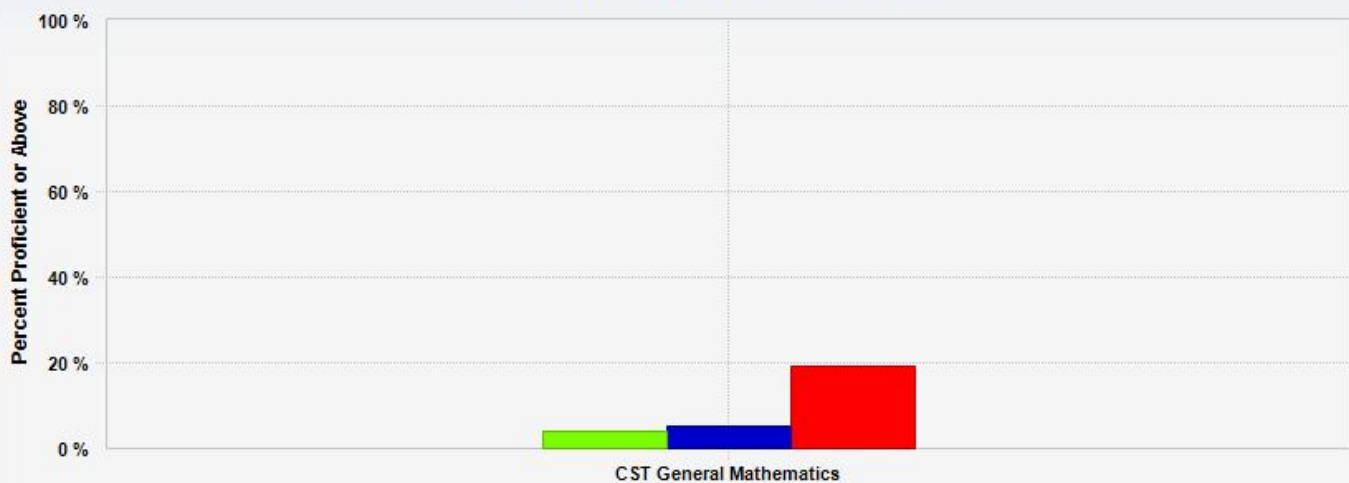
	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
State of California %	59 %	44 %	50 %	84 %	74 %	51 %	56 %	72 %
State of California #	1,562,650	76,099	8,823	183,932	50,402	693,901	8,472	498,840
Santa Clara County %	69 %	50 %	57 %	90 %	70 %	49 %	59 %	81 %
Santa Clara County #	79,100	1,555	226	27,421	3,731	21,534	426	20,992
Santa Clara County Office of Education District %	7 %					0 %		
Santa Clara County Office of Education District #	5					0		
Special Education School %	14 %							
Special Education School #	5							

Santa Clara County Office of Education School District  
Special Education School  
CST Mathematics (2-7)  
2008 to 2010 Students Percent Proficient or Above by Grade



	Grade 2	Grade 3	Grade 6	Grade 7
2008 %			7 %	0 %
2008 #			1	0
2009 %	24 %			25 %
2009 #	5			3
2010 %	17 %	16 %	8 %	
2010 #	2	2	1	

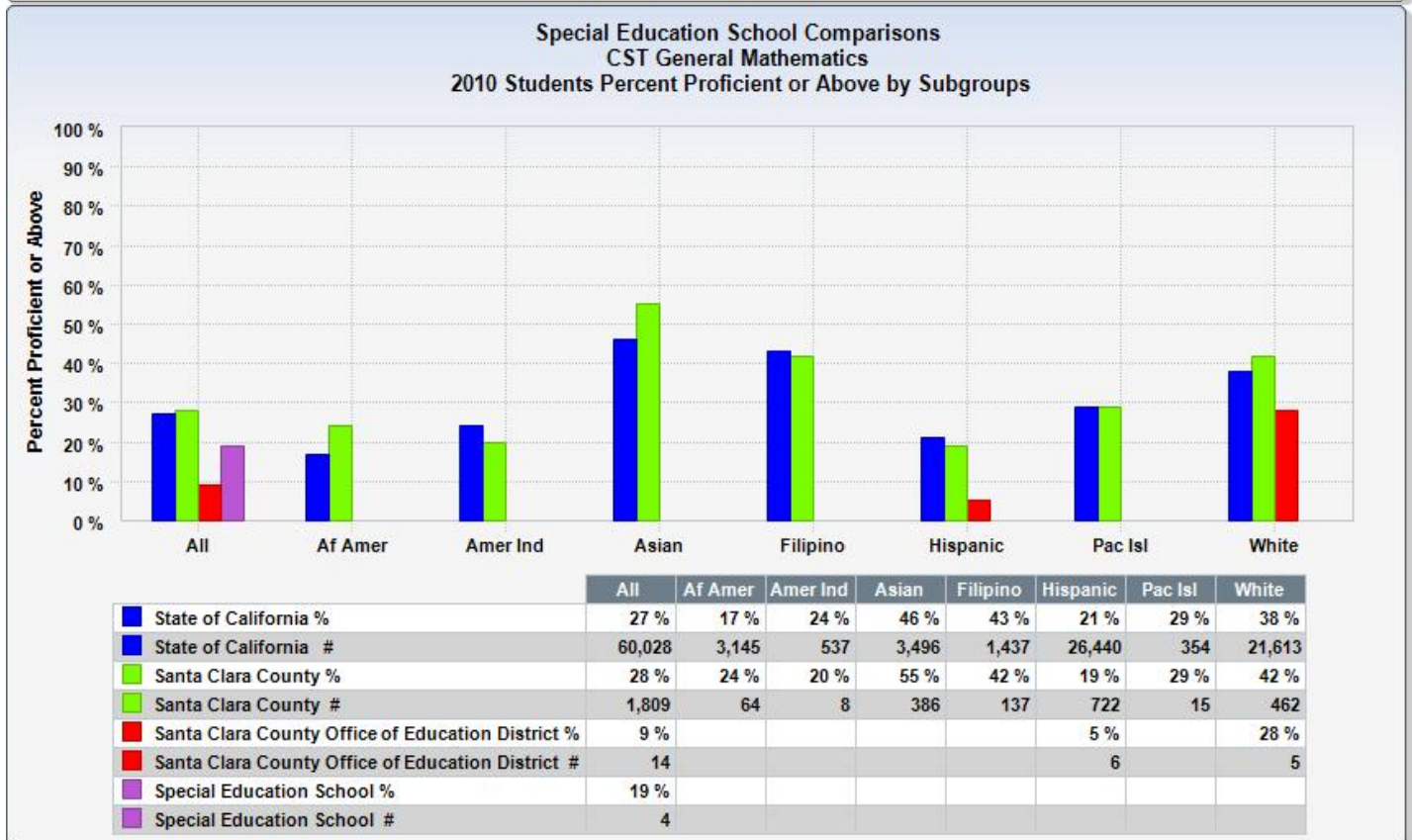
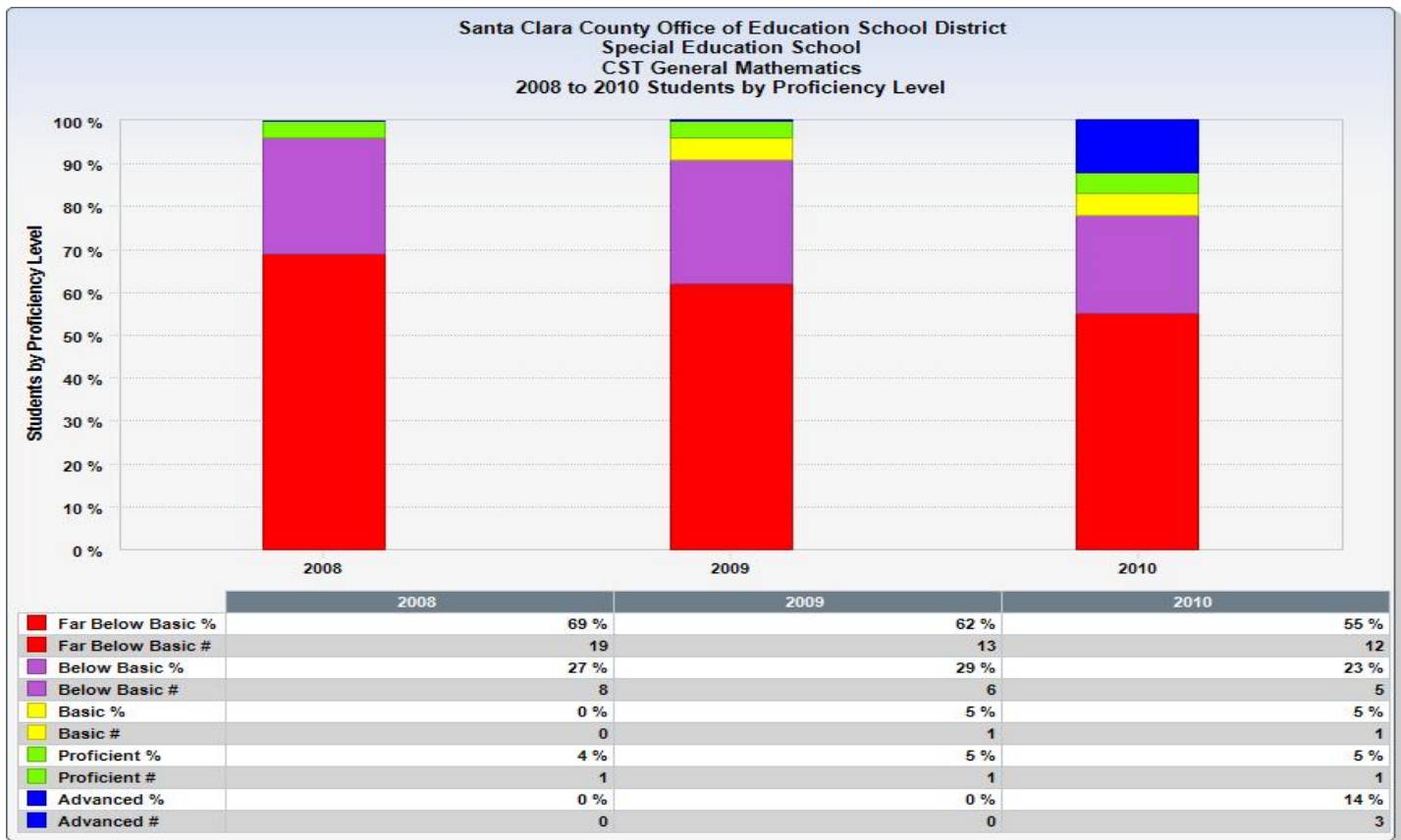
Santa Clara County Office of Education School District  
Special Education School  
CST General Mathematics  
2008 to 2010 Students Percent Proficient or Above



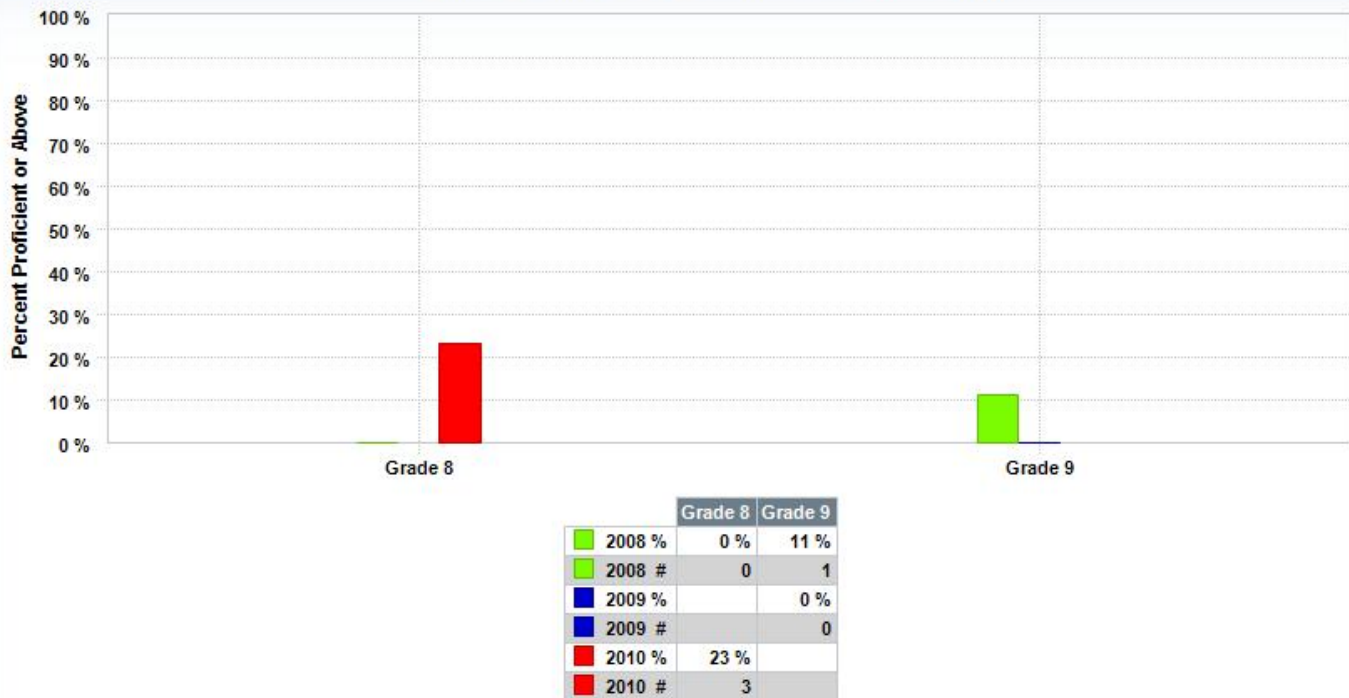
CST General Mathematics	
2008 %	4 %
2008 #	1
2009 %	5 %
2009 #	1
2010 %	19 %
2010 #	4



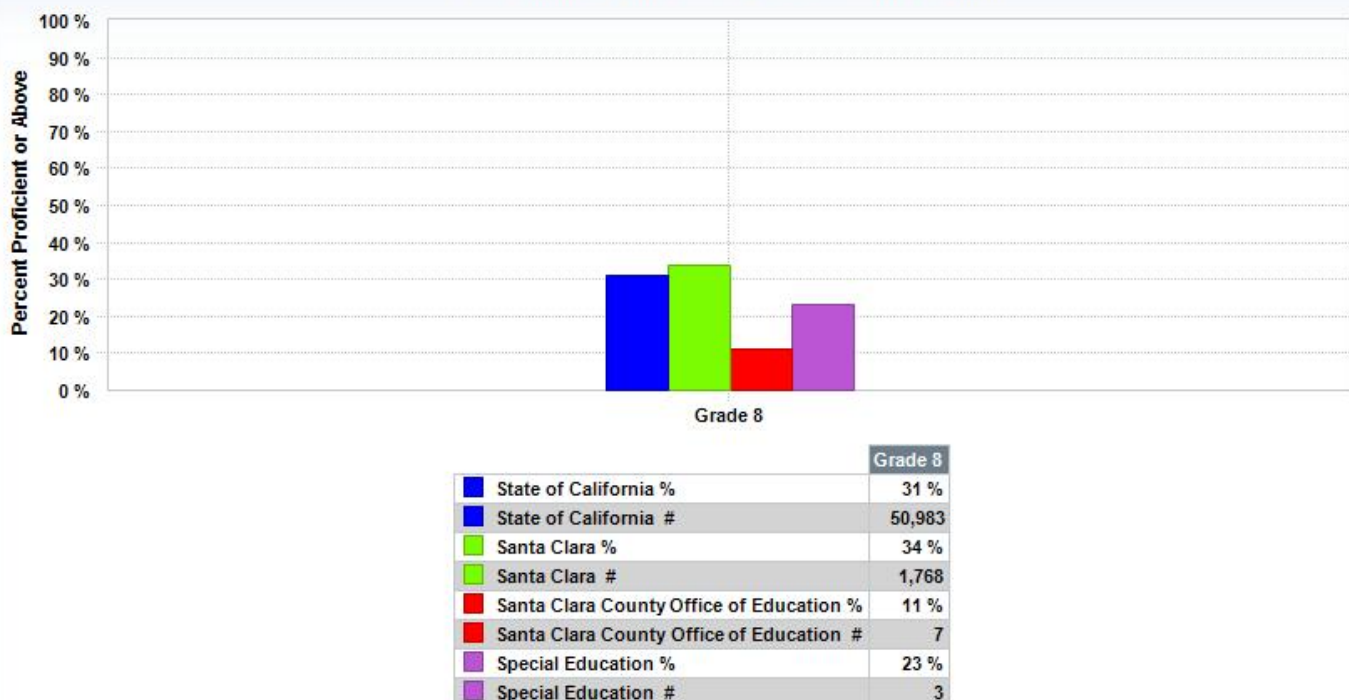
Santa Clara County Special Education 2011-12  
Single Plan For Student Achievement Report



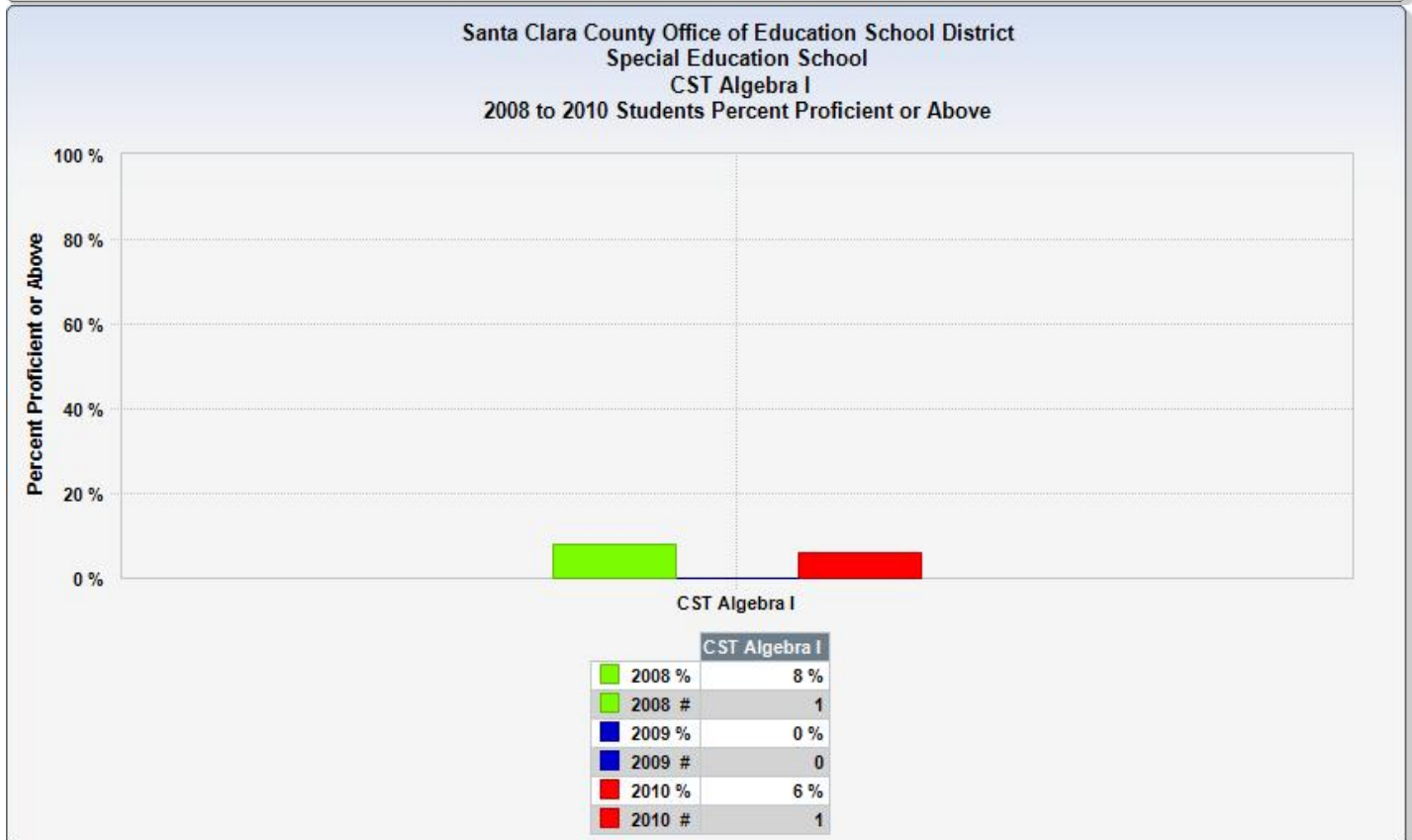
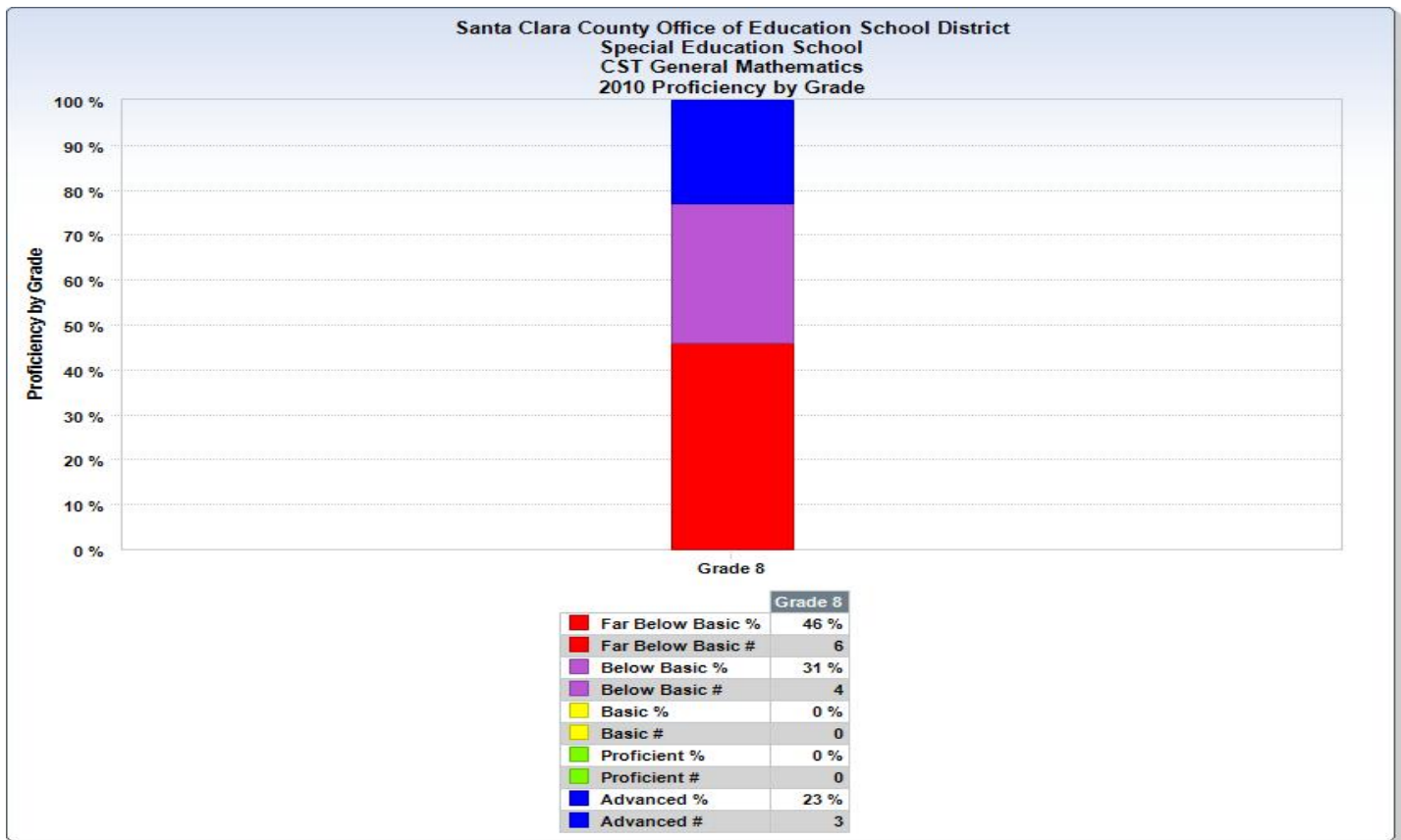
Santa Clara County Office of Education School District  
Special Education School  
CST General Mathematics  
2008 to 2010 Students Percent Proficient or Above by Grade



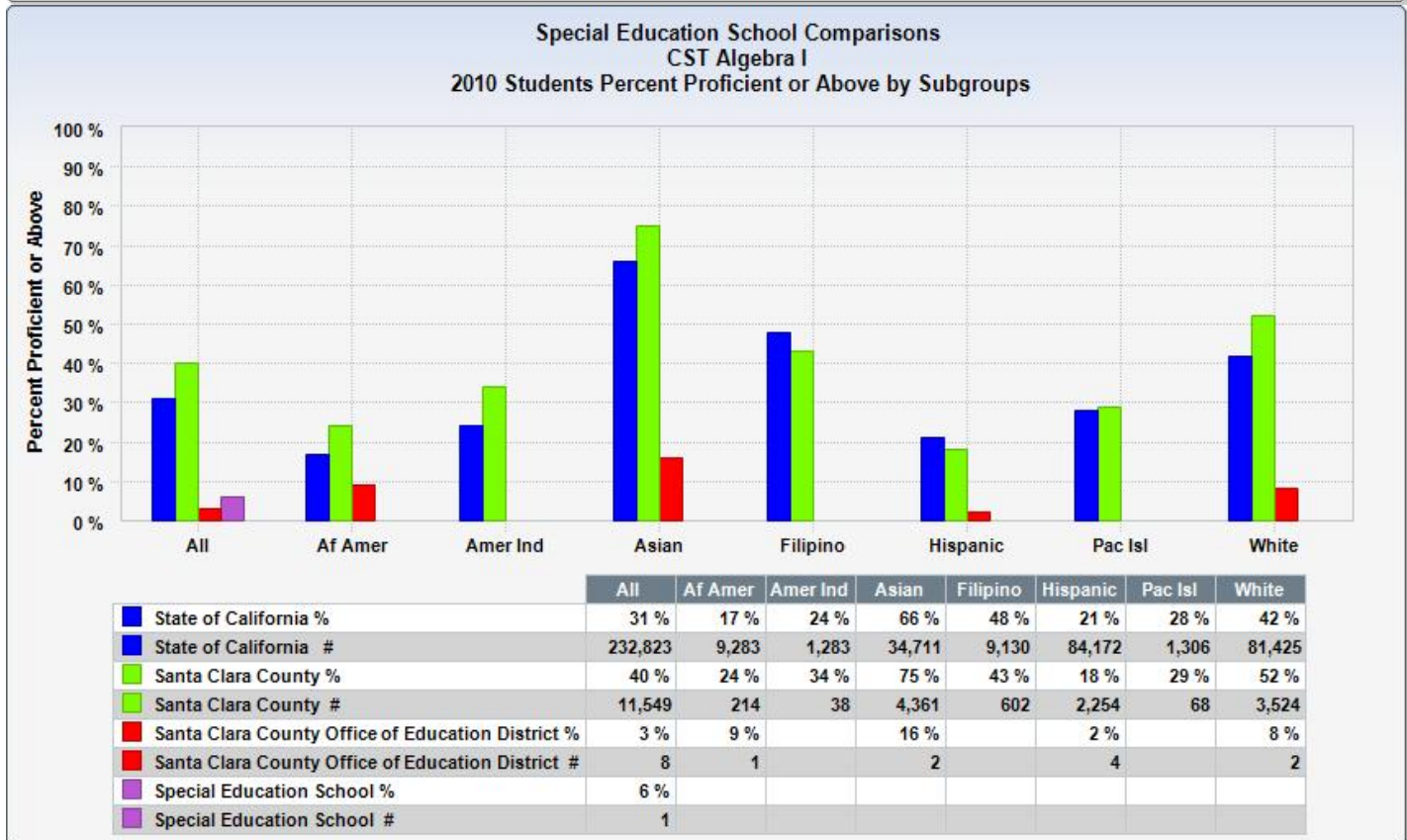
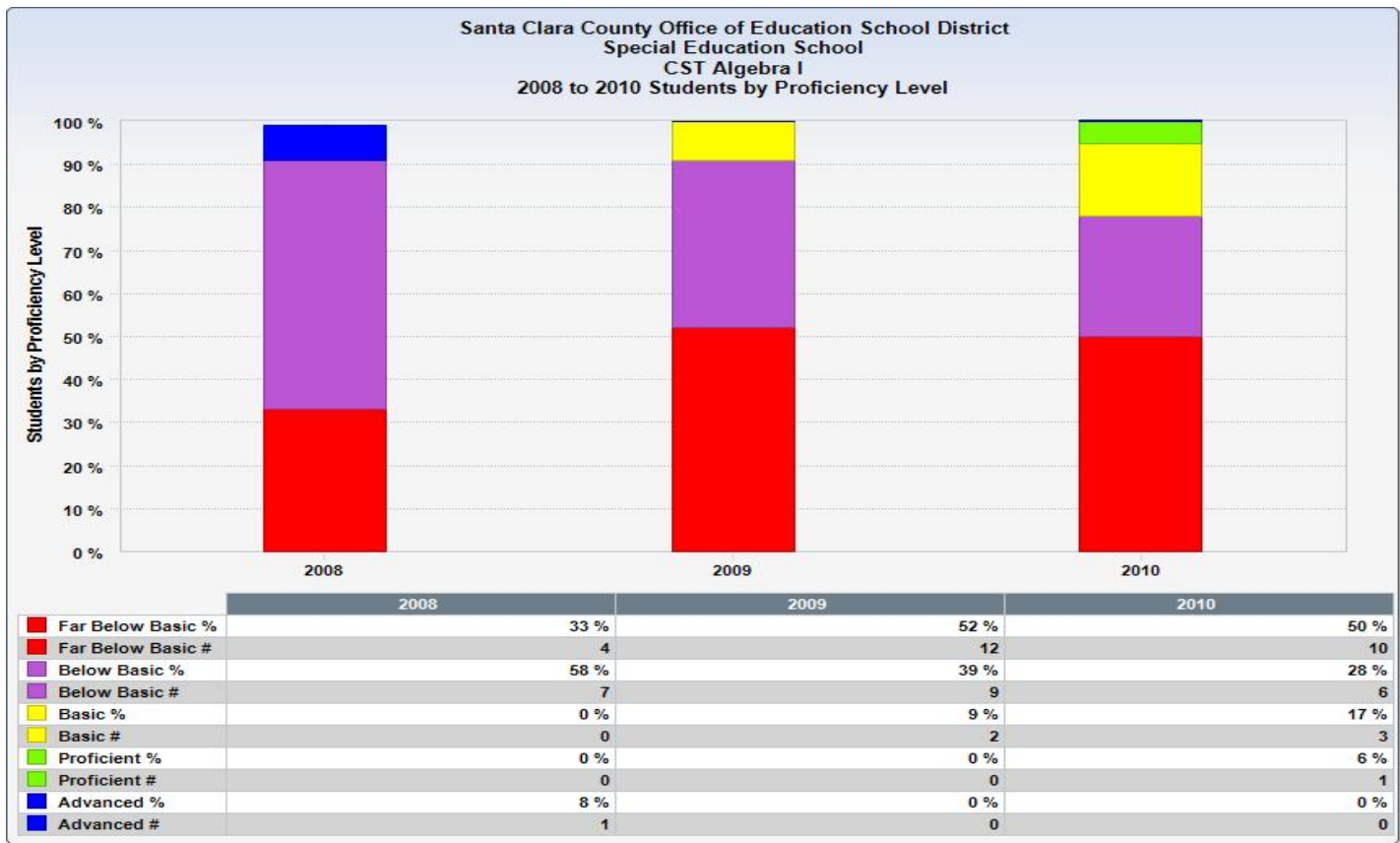
Santa Clara County Office of Education School District  
Special Education School  
CST General Mathematics  
2010 Students Percent Proficient or Above by Grade



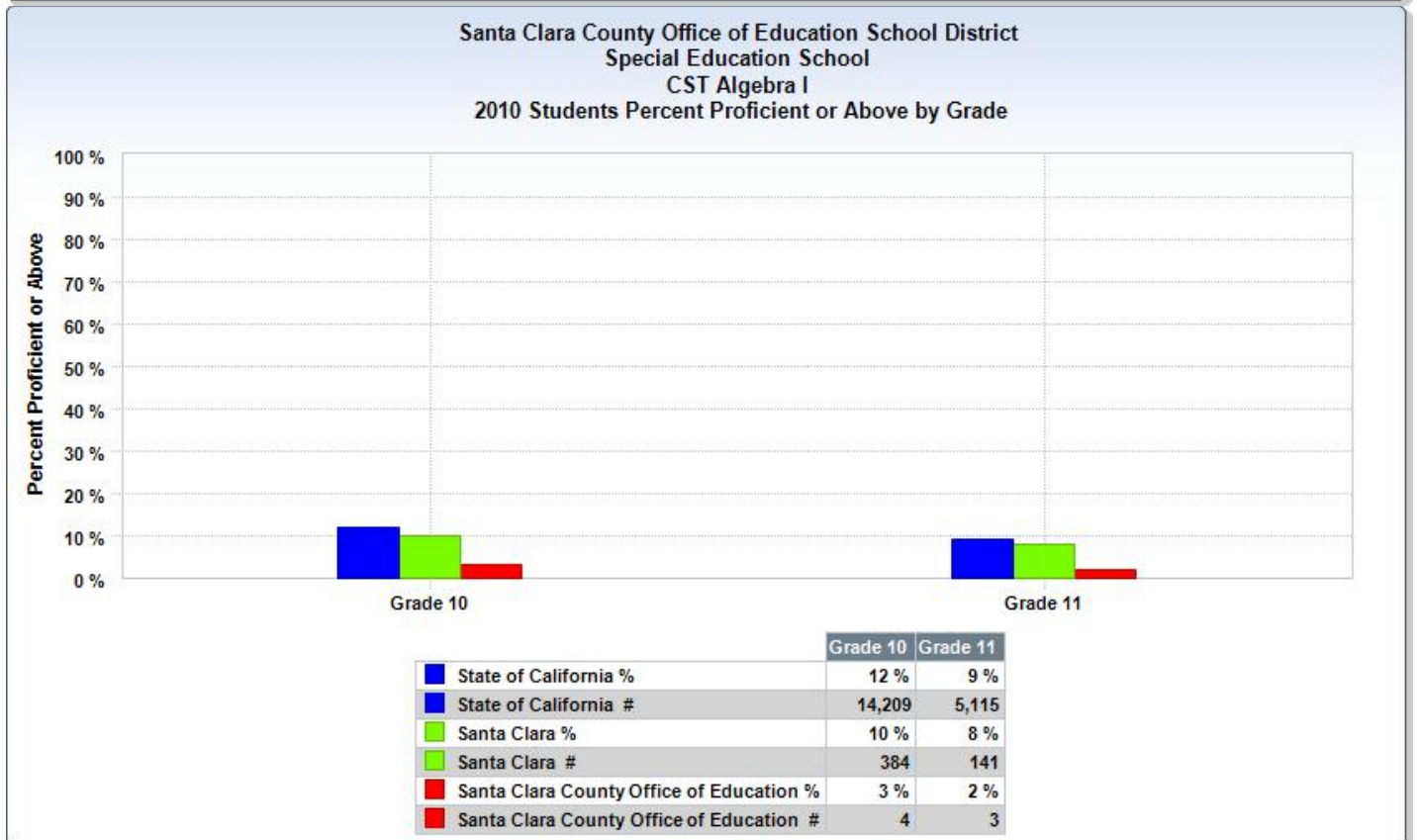
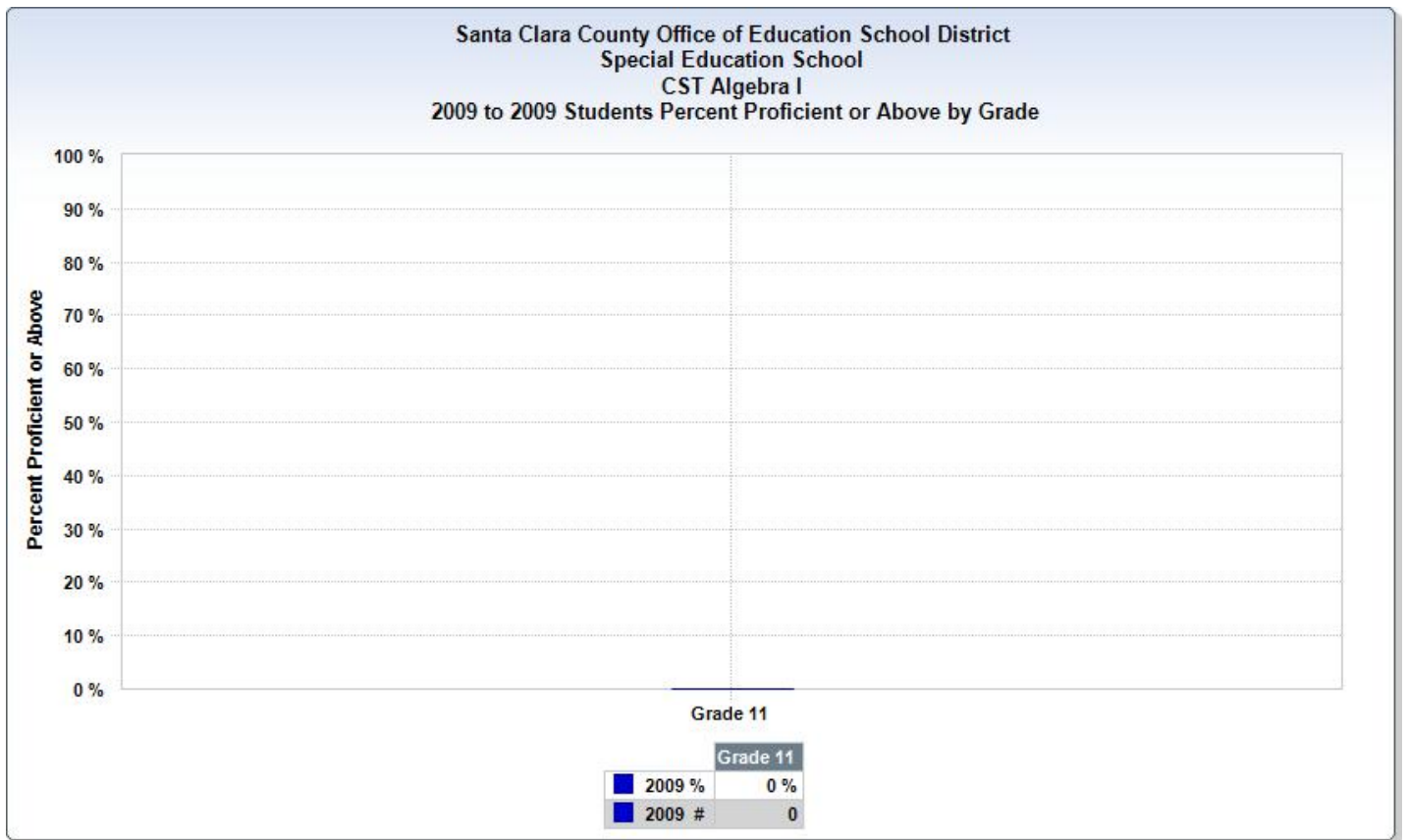
Santa Clara County Special Education 2011-12  
Single Plan For Student Achievement Report



Santa Clara County Special Education 2011-12  
Single Plan For Student Achievement Report









## Santa Clara County Special Education 2011-12 Single Plan For Student Achievement Report

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How does this goal align to your Local Educational Agency Plan goals?

This goal is one of the goals in our Local Educational Agency plan,

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

All members of our School Site Council were involved in the analysis of this data and in the development of this goal.

Who are the focus students?

All underachieving students

What is the expected growth?

Each year all statistically significant underachieving student subgroups will decrease the number of students performing below the expected proficient level by 33%. Maintaining this yearly rate of improvement will enable all students to attain proficiency or better in their math standardized testing results as measured by the CSTs by the year 2013-2014.

What data will be collected to measure student achievement?

Underachieving student performance on:

Report card grades

CAPA/CST

CAHSEE

IEP goals

What process will you use to monitor and evaluate the data?

Grades on report cards

CAPA/CST Results

IEP goals

CAHSEE Results

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Use standards-aligned instructional materials and strategies

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. Strengthen the content and consistency of delivery of Mathematics instruction between similar programs and classrooms using SCCOE Mathematics coordinators, Administrative Designee, Special Projects and special education master teachers.
2. Develop a list of district-approved supplemental materials
3. Develop a list of district-approved Mathematics intervention materials
4. Review all school schedules to ensure that all grades have the appropriate time allocation, including universal access and strategic intervention time for their respective grade level as outlined in the California Framework for Mathematics (minimum of 50 to 60 minutes daily)
5. Provide time and structure for collaborative curriculum groups to share curricular materials and instructional approaches.

Measures :

Students' academic performances will improve as measured by teacher evaluation; including report card grades and/or progress towards IEP goals.

Students' academic performances will improve the California High School Exit Exam.

Students' academic performances will improve on the California Standards Test or the California Alternative Performance Assessment.

People Assigned :

Director of Special Education

Principals

Manager of Special Education

Coordinator of Categorical and Special Projects

Teachers

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator and Administrative Support	\$2,096

Action Title: Align Staff Development and Professional Collaboration with Standards Based Materials

Means of Achievement: Staff development and professional collaboration

## Santa Clara County Special Education 2011-12

### Single Plan For Student Achievement Report

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#### Tasks :

1. In collaboration with the Instructional Services department and master special education staff, plan and implement targeted professional development to staff in implementing research-based best practices for delivering a consistent core curriculum
  - a. Mathematics framework
  - b. Adopted core curriculum materials including supplementary and intervention materials
  - c. Modifications and adaptations
  - d. Assessments
2. Provide collaboration time and structure for staff members to develop and share adopted materials and common instructional approaches to improve continuity between similar levels and programs.
3. Research options for providing in-classroom coaching support as needed based upon teacher request or based upon classroom observations by site administrator.
4. Encourage staff to attend SB 472 trainings on the core curriculum of their host district.
5. Train staff on interpretation of DRDP-Access (preschool testing), CST, CAPA, and CAHSEE testing.
6. Inform staff, students and families about the importance of performing well on standardized testing and appropriate preparations prior to and during the testing situations to augment improved attention and focus.
7. Investigate new methods of delivering professional development such as web-based conferencing, videotaping presentations, web surveys, etc.
8. Continue to improve communication methods to inform staff about curricular issues and professional development opportunities.
  - a. Expand Special Education webpage and SCCOE intranet to reach staff members.
  - b. Continue professional development newsletter
9. Continue PAR program which matches mentors with new teachers.
10. Develop and implement trainings for educational assistants in the areas of curriculum, instructional methods, and interventions appropriate for their respective student groups.
11. Leadership Team will attend Mathematics trainings with their staff or receive information during Leadership Team trainings.
12. Continue to develop and add motivations for staff to participate in professional development activities
  - a. Continue Bonus Bucks program which allows staff to earn extra dollars for their programs/classes by attending relevant workshops.
  - b. Continue Buddy program which pairs experienced staff with new staff for collaborative support.
  - c. Provide stipends to master teachers who plan curriculum and implement professional development activities.
  - d. Expand the use of CEUs with the Human Resource Department.

#### Measures :

Students' academic performances will improve as measured by teacher evaluation; including report card grades and/or progress towards IEP goals.

Students' academic performances will improve the California High School Exit Exam.

Students' academic performances will improve on the California Standards Test or the California Alternative Performance Assessment.

#### People Assigned :

Director of Special Education

Principals

Manager of Special Education

Coordinator of Categorical and Special Projects

Teachers

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator and Administrative Support	\$2,096
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Teachers - Extra Time	\$30,416
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Aides - Extra Time	\$30,354

Action Title: Provide Auxiliary Services for Students and Parents (Including Outreach, etc.)

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Continue to build a more collaborative, supportive, professional environment conducive to sharing among administration, staff, students, parents, and the supporting agencies. .
2. Provide direct and regular contact between school personnel and parents regarding behavior, academic progress and progress on IEP/IFSP goals at IEP/IFSP meetings and with quarterly reports.
3. Inform parents about progress on curricular goals at annual student IEP/IFSP meetings and in the quarterly progress communications.
4. Provide parents with access to the Special Education Department's School Accountability Report Card (SARC) which reports annual department progress.
5. Translate more school documents/parental notices into other languages.
6. Continue to encourage parents and families to stay informed by attending events such as parent education workshops, the county-wide "Transition Fair" which highlights local support agencies, Open Houses at sites, holiday events and all-school theme/activity days.
7. Invite parents to participate on committees such as:
  - a. The Community Advisory Committee in their geographical areas. These are groups of parents, administrators and special educators that are hosted by the SELPAs (Special Education Local Planning Areas). The CACs work to keep their parents informed about special education issues and information through workshops and newsletters.
  - b. School Site Council Meetings
8. Continue strong alliances with community organizations and agencies (Department of Rehabilitation, First 5, County Mental Health, San Andreas Regional Center)
9. Explore additional communication avenues such as website information to keep students, parents and the community informed of our schools' performance and school improvement process.

Measures :

Students' academic performances will improve as measured by teacher evaluation; including report card grades and/or progress towards IEP goals.

Students' academic performances will improve on the California Standards Test or the California Alternative Performance Assessment.

People Assigned :

Director of Special Education  
Principals  
Manager of Special Education  
Coordinator of Categorical and Special Projects  
Teachers

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator and Administrative Support	\$2,096
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Resource Materials	\$5,447

# Santa Clara County Special Education 2011-12

## Single Plan For Student Achievement Report

### 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

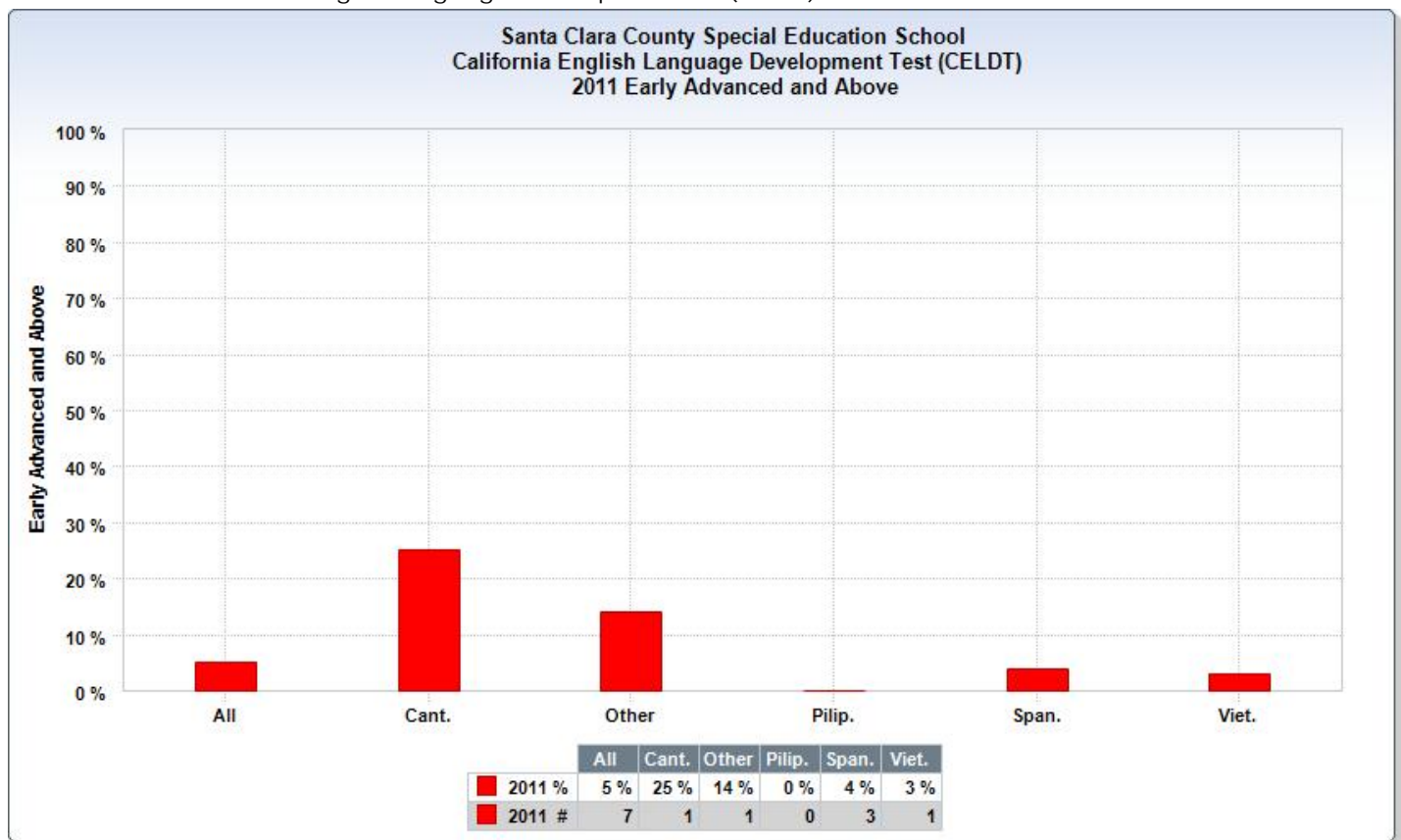
#### Goal Area : English Language Development

#### Goal Title : All Limited - English Proficient Student will become Proficient in English

All limited - English proficient Students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics

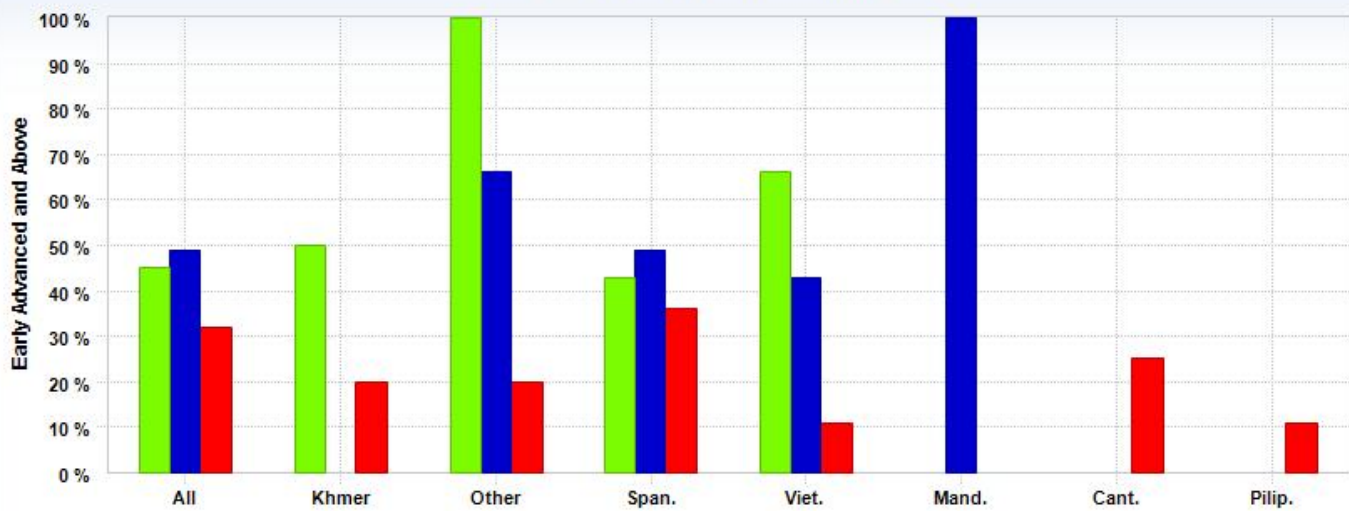
#### What data did you use to form this goal (findings from data analysis)?

Results from the California English Language Development Test (CELDT) were used.





Santa Clara County Office of E School District  
California English Language Development Test (CELDT)  
2009 to 2011 Early Advanced and Above



	All	Khmer	Other	Span.	Viet.	Mand.	Cant.	Pilip.
2009 %	45 %	50 %	100 %	43 %	66 %			
2009 #	128	3	5	111	4			
2010 %	49 %		66 %	49 %	43 %	100 %		
2010 #	258		4	233	9	4		
2011 %	32 %	20 %	20 %	36 %	11 %		25 %	11 %
2011 #	130	1	2	118	5		1	1

Santa Clara County  
California English Language Development Test (CELDT)  
2009 to 2011 Early Advanced and Above

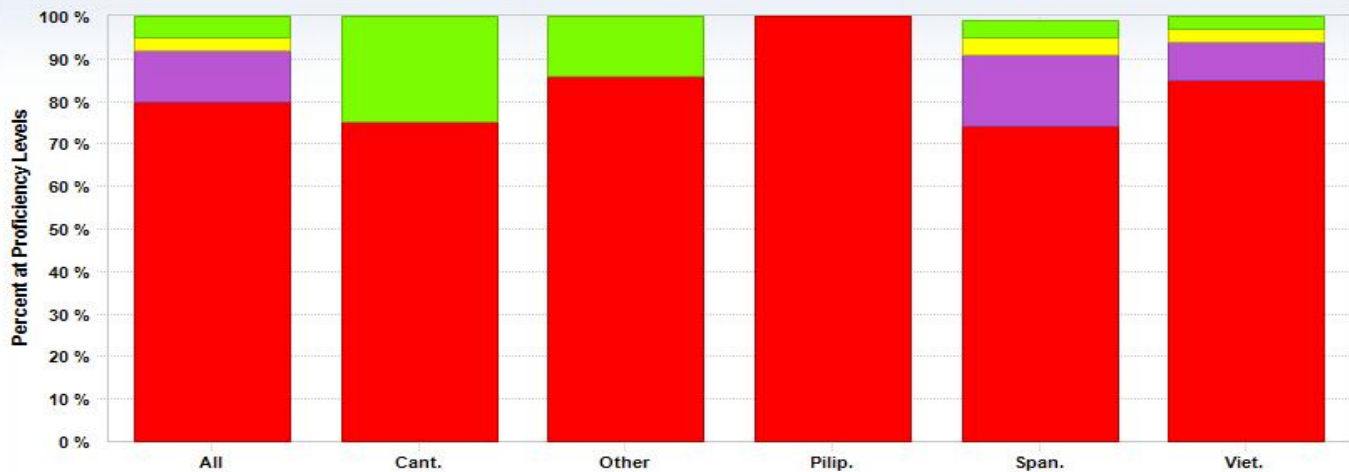


	All	Arm.	Cant.	Hmong	Khmer	Kor.	Mand.	Other	Pilip.	Russ.	Span.	Viet.
2009 %	42 %	56 %	56 %	65 %	49 %	62 %	67 %	56 %	51 %	74 %	35 %	52 %
2009 #	23,760	18	543	11	178	484	1,088	3,088	965	223	13,608	3,538
2010 %	44 %	48 %	58 %	42 %	52 %	64 %	69 %	64 %	53 %	74 %	37 %	53 %
2010 #	24,888	15	560	5	173	447	1,120	952	979	215	14,391	3,769
2011 %	40 %	40 %	56 %	42 %	46 %	63 %	68 %	59 %	49 %	72 %	33 %	51 %
2011 #	22,214	11	515	5	130	411	991	883	868	168	12,652	3,578

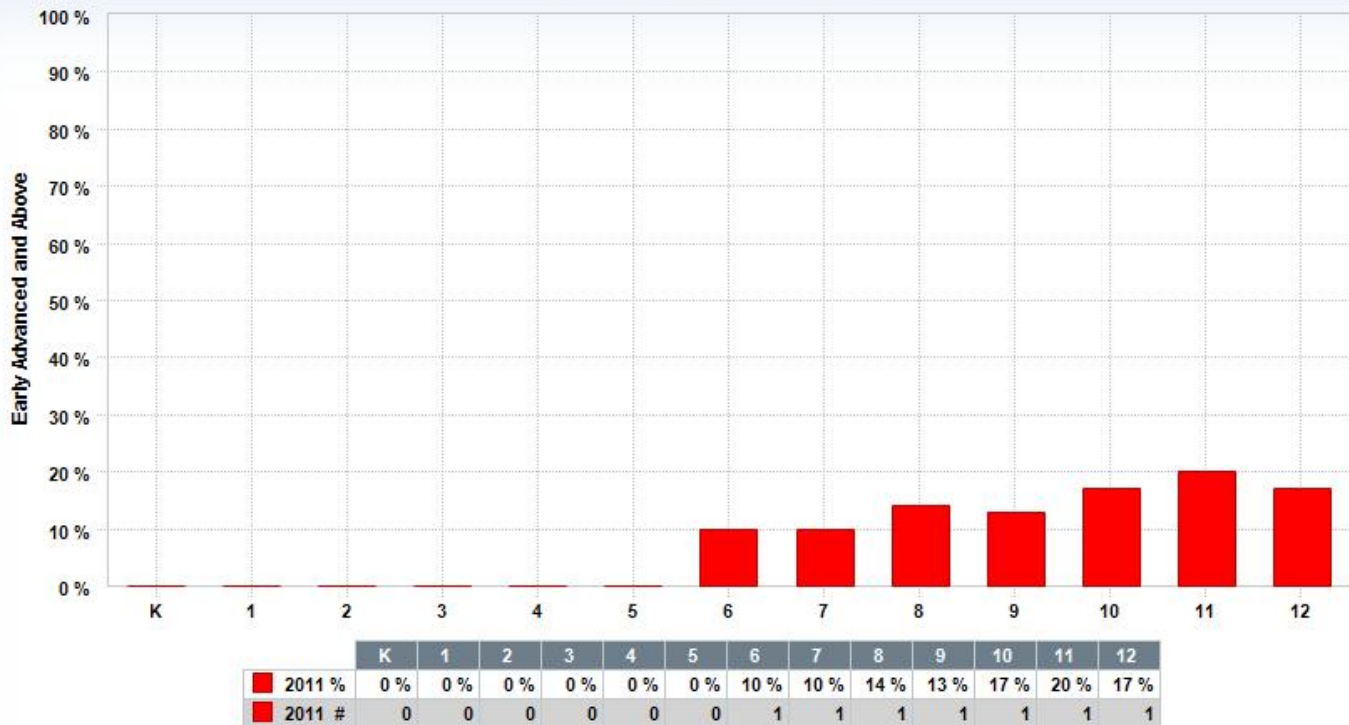
California State  
California English Language Development Test (CELDT)  
2009 to 2011 Early Advanced and Above



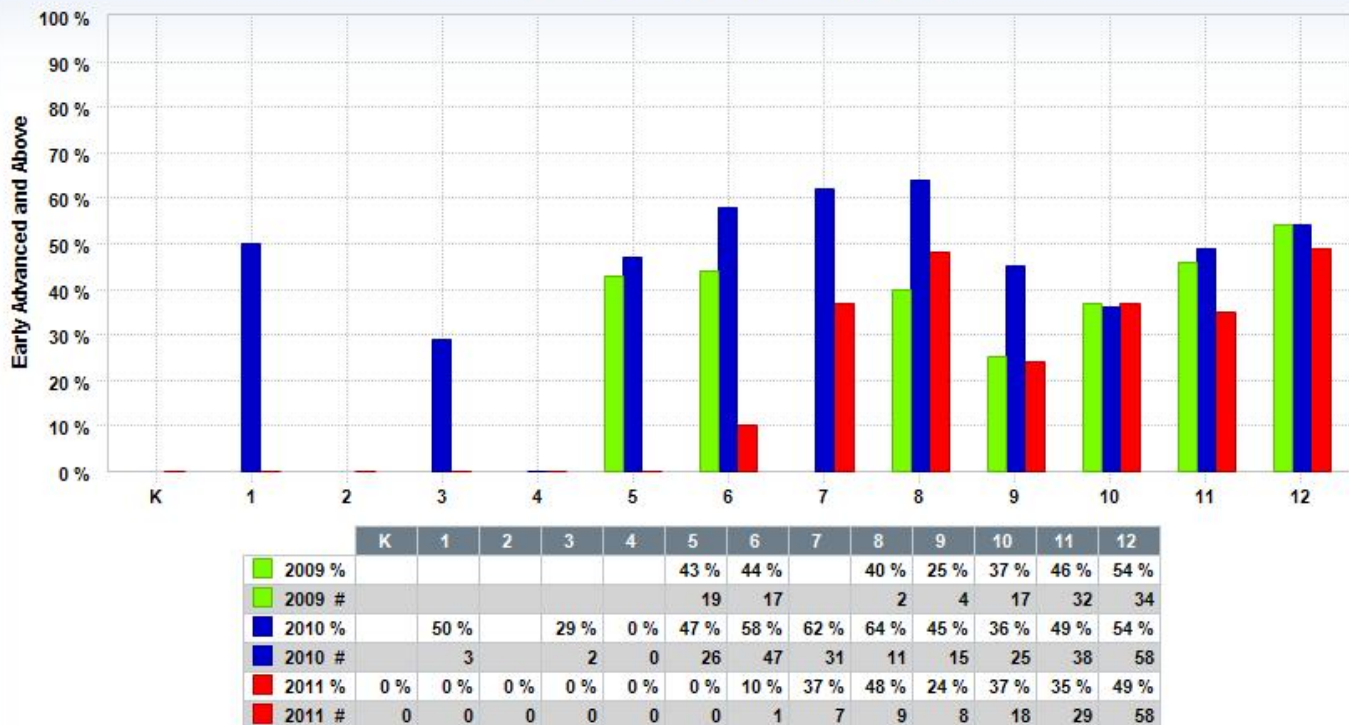
Santa Clara County Special Education School  
CELDT – Annual Assessment by Primary Language  
2011 Percent of Students at Each Overall Proficiency Level



Santa Clara County Special Education School  
California English Language Development Test (CELDT)  
2011 Early Advanced and Above

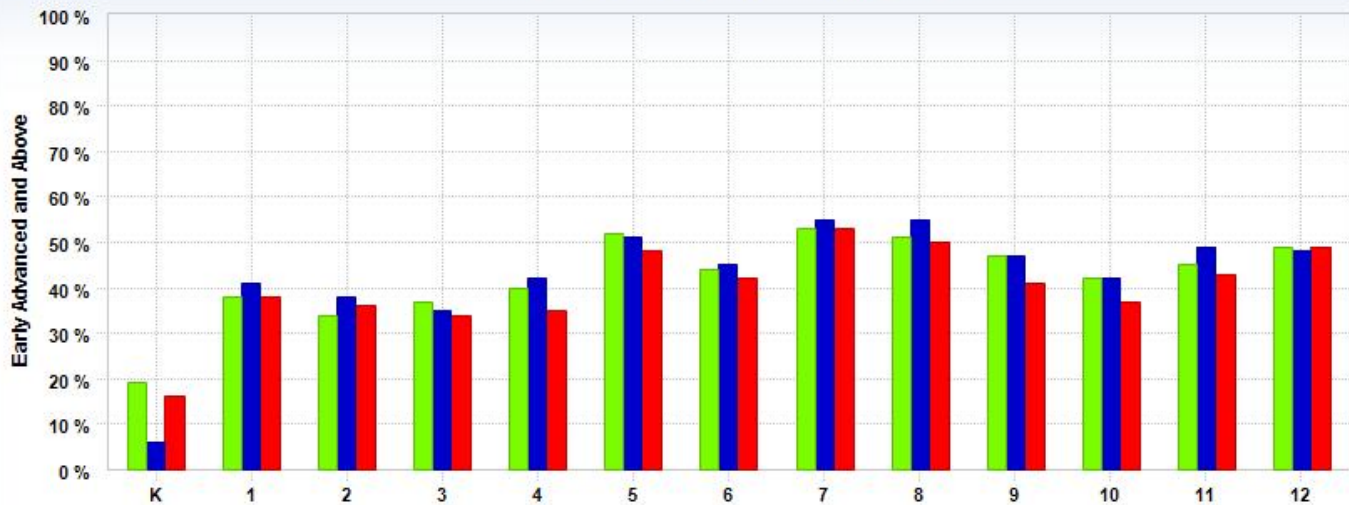


Santa Clara County Office of E School District  
California English Language Development Test (CELDT)  
2009 to 2011 Early Advanced and Above



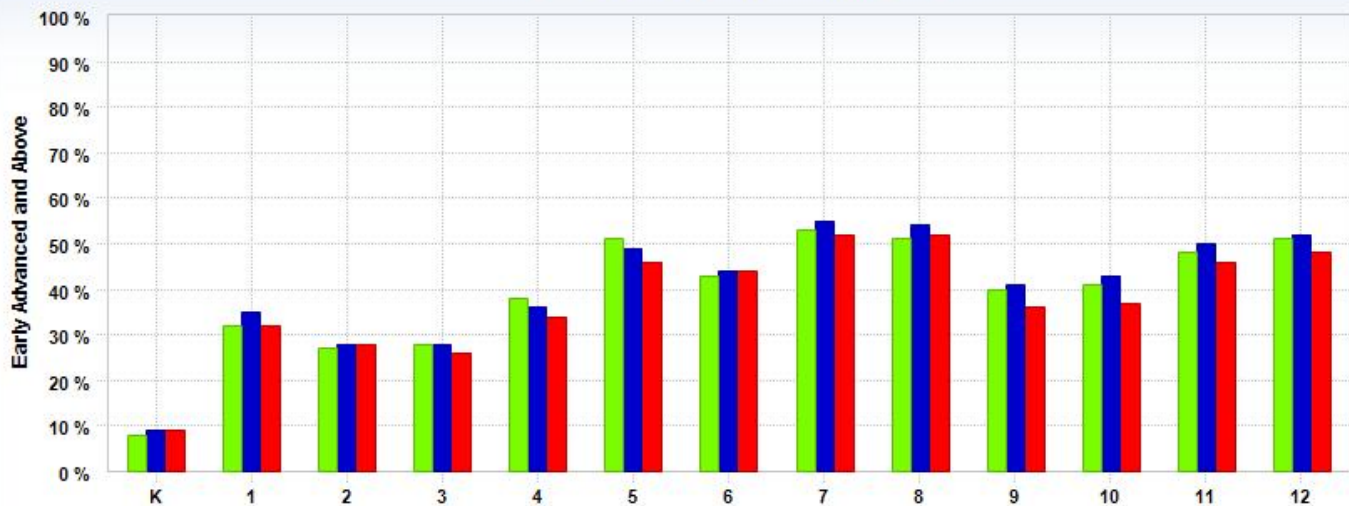


**Santa Clara County**  
**California English Language Development Test (CELDT)**  
**2009 to 2011 Early Advanced and Above**



	K	1	2	3	4	5	6	7	8	9	10	11	12
2009 %	19 %	38 %	34 %	37 %	40 %	52 %	44 %	53 %	51 %	47 %	42 %	45 %	49 %
2009 #	32	3,587	2,947	2,852	2,276	2,479	1,785	1,915	1,690	1,283	1,015	925	974
2010 %	6 %	41 %	38 %	35 %	42 %	51 %	45 %	55 %	55 %	47 %	42 %	49 %	48 %
2010 #	28	3,820	3,385	2,780	2,416	2,488	1,707	1,992	1,794	1,381	1,070	1,072	955
2011 %	16 %	38 %	36 %	34 %	35 %	48 %	42 %	53 %	50 %	41 %	37 %	43 %	49 %
2011 #	29	3,369	3,151	2,678	2,154	2,326	1,556	1,672	1,564	1,015	873	921	906

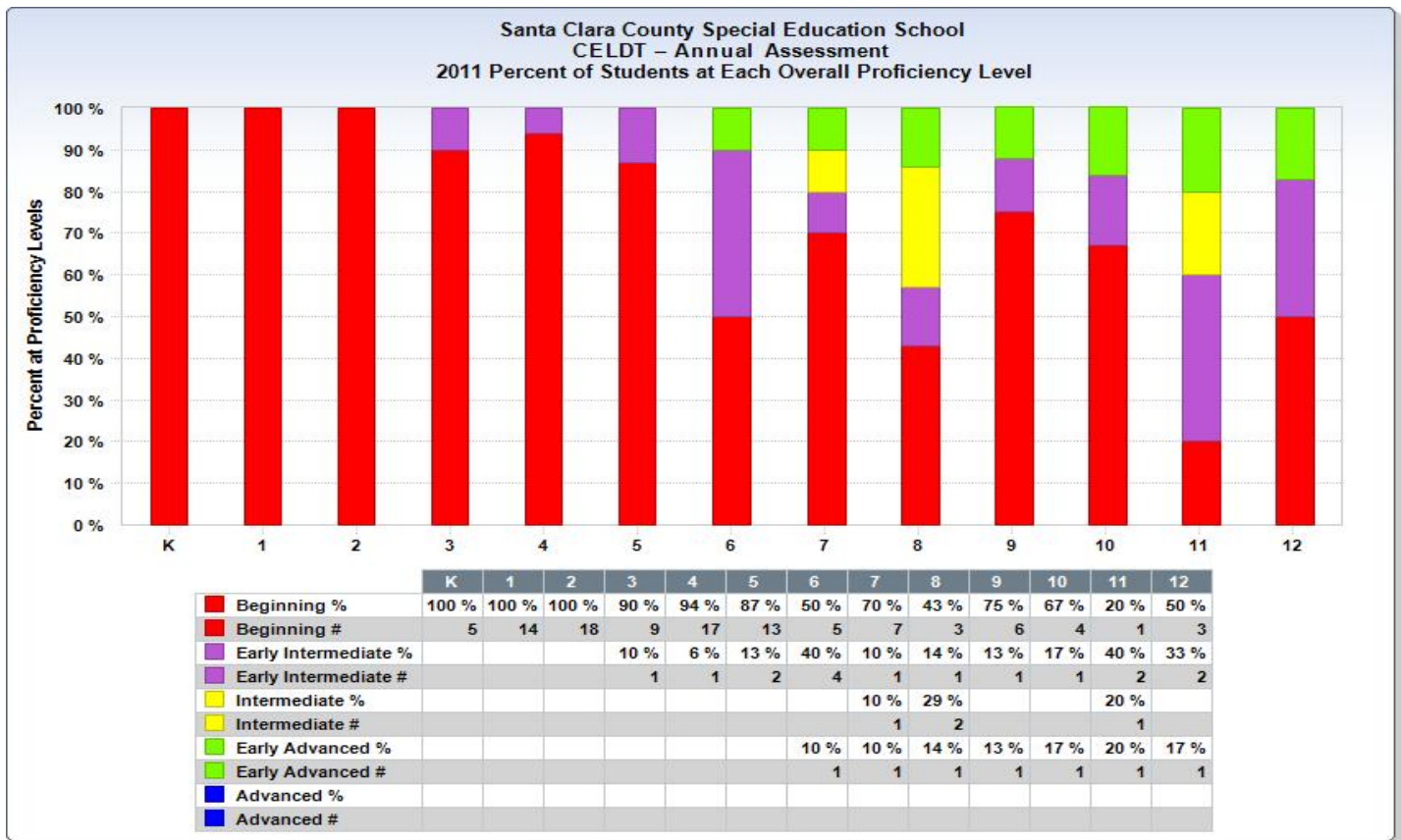
**California State**  
**California English Language Development Test (CELDT)**  
**2009 to 2011 Early Advanced and Above**



	K	1	2	3	4	5	6	7	8	9	10	11	12
2009 %	8 %	32 %	27 %	28 %	38 %	51 %	43 %	53 %	51 %	40 %	41 %	48 %	51 %
2009 #	471	58,123	46,462	45,383	51,620	60,389	44,221	50,003	42,384	33,796	31,036	30,226	28,272
2010 %	9 %	35 %	28 %	28 %	36 %	49 %	44 %	55 %	54 %	41 %	43 %	50 %	52 %
2010 #	490	61,713	47,854	46,340	49,235	55,232	40,204	46,872	43,648	31,295	30,960	31,527	28,653
2011 %	9 %	32 %	28 %	26 %	34 %	46 %	44 %	52 %	52 %	36 %	37 %	46 %	48 %
2011 #	443	56,929	47,925	41,860	46,356	52,723	38,167	40,923	39,104	25,411	25,077	27,455	26,007

## Santa Clara County Special Education 2011-12

### Single Plan For Student Achievement Report



How does this goal align to your Local Educational Agency Plan goals?

This goal is included in our Local Educational Agency Plan.

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

All members of our School Site Council were involved in analyzing the data and in the development of this goal.

Who are the focus students?

All underachieving English Learner students.

What is the expected growth?

Increase in:

Course completion  
 CELDT performance  
 CST performance

What data will be collected to measure student achievement?

Report card grades  
 California High School Exit Exam  
 California Standards Test  
 California Alternative Performance Assessment  
 Progress towards IEP goals



## Santa Clara County Special Education 2011-12

### Single Plan For Student Achievement Report

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What process will you use to monitor and evaluate the data?

Report grades and/or progress towards IEP goals

California Standards Test (CST) or the California Alternative Performance Assessment (CAPA)

California High School Exit Exam

California English Language Development Test (CELDT) or ALPI

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Utilize supplemental researched based ELD curriculums to support English Learners

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Evaluate current student needs and then utilize supplemental researched based ELD curriculums to support English Learners such as:

- Speaking and Listening to the English Language by Sopris West
- National Geographic, EDGE and Inside
- Real world audio cards
- Brigance, CELD Practice and Mastery
- Scholastic Spelling Studio

Measures :

Students' academic performances will improve as measured by teacher evaluation; including report card grades and/or progress towards IEP goals.

Students' academic performances will improve the California High School Exit Exam.

Students' academic performances will improve on the California Standards Test or the California Alternative Performance Assessment.

People Assigned :

Director of Special Education

Principals

Manager of Special Education

Coordinator of Categorical and Special Projects

Teachers

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator and Administrative Support	\$2,096

Action Title: Align Staff Development and Professional Collaboration with Standards Based Materials

Means of Achievement: Staff development and professional collaboration

Tasks :

1. In collaboration with the SCCOE Multilingual Program, continue to provide professional development that result in qualifying current and future personnel to provide appropriate instructional services to ELs.
2. Provide high-quality professional development for teachers, paraprofessionals and administrators in the following:
  - a. Federal and state requirements
  - b. SCCOE EL Master Plan
  - c. ELD and content instruction for English Learners
  - d. Implementation of the ELD curriculum and ELD Standards-Based Performance Indicators
  - e. Instructional strategies based on the ELD and SDAIE strategies summary forms
  - f. Analysis of English Learner achievement data
  - g. Discussions of EL concerns during monthly site staff meetings.

Measures :

Students' academic performances will improve as measured by teacher evaluation; including report card grades and/or progress towards IEP goals.  
Students' academic performances will improve the California High School Exit Exam.  
Students' academic performances will improve on the California Standards Test or the California Alternative Performance Assessment.

People Assigned :

Director of Special Education  
Principals  
Manager of Special Education  
Coordinator of English Language Development  
Coordinator of Categorical and Special Projects  
Teachers

Start Date : 7/1/2011

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator and Administrative Support	\$2,097
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Teachers - Extra Time	\$30,416
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Aides - Extra Time	\$30,354
NCLB: Title III, Limited English Proficiency (LEP) Student Program	English Language Development Coordinator	\$24,011

## Santa Clara County Special Education 2011-12 Single Plan For Student Achievement Report

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### 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

#### Goal Area : School Climate

Goal Title : Students will be educated in learning environments that are conducive to learning.

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

This goal is included in our Local Educational Agency Plan.

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

All members of our School Site Council were involved in analyzing the data and in the development of this goal.

Who are the focus students?

All underachieving students

What is the expected growth?

Reduce number of referrals  
Improved attendance

What data will be collected to measure student achievement?

Incident Reports  
Attendance Rate  
Subject Grades  
California Standards Test  
California High School Exit Exam

What process will you use to monitor and evaluate the data?

Number of incidence reports  
Attendance rate  
Students' academic performances will improve as measured by teacher grading.  
Students' academic performances will improve on the California Standards Test (CST) or the California Alternative Performance Assessment (CAPA).  
The percentage of students passing the California High School Exit Exam (CAHSEE) will improve.  
The percentage of students passing the California English Language Development Test (CELDT) or ALPI will improve.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Utilize Supplemental Staffing to Support Underachieving Students Behavioral and Emotional Needs

Means of Achievement: Auxiliary services for students and parents

Tasks :

Utilize supplemental staffing to support underachieving students behavioral, emotional and learning needs by Behavior Specialist and psych interns.

Measures :

Incident reports

Attendance rate

Students' academic performances will improve as measured by teacher grading.

Students' academic performances will improve on the California Standards Test (CST) or the California Alternative Performance Assessment (CAPA).

The percentage of students passing the California High School Exit Exam (CAHSEE) will improve.

The percentage of students passing the California English Language Development Test (CELDT) or ALPI will improve.

People Assigned :

Director of Special Education

Principals

Manager of Special Education

Coordinator of Categorical and Special Projects

Teachers

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Behavioral Specialist and Counseling Services	\$120,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator and Administrative Support	\$2,097

Action Title: Train Teachers and Aides in Developing Students' Social Skills and Improving Behaviors

Means of Achievement: Staff development and professional collaboration

Tasks :

Provide additional training for teachers and aides in the areas of developing students' social skills and improve behaviors

Measures :

Incident reports

Attendance rate

Students' academic performances will improve as measured by teacher grading.

Students' academic performances will improve on the California Standards Test (CST) or the California Alternative Performance Assessment (CAPA).

The percentage of students passing the California High School Exit Exam (CAHSEE) will improve.

The percentage of students passing the California English Language Development Test (CELDT) or ALPI will improve.

People Assigned :

Director of Special Education

Principals

Manager of Special Education

Coordinator of Categorical and Special Projects

Teachers

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator and Administrative Support	\$2,096
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Teachers - Extra Time	\$30,416
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Aides - Extra Time	\$30,354

## Santa Clara County Special Education 2011-12 Single Plan For Student Achievement Report

### 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

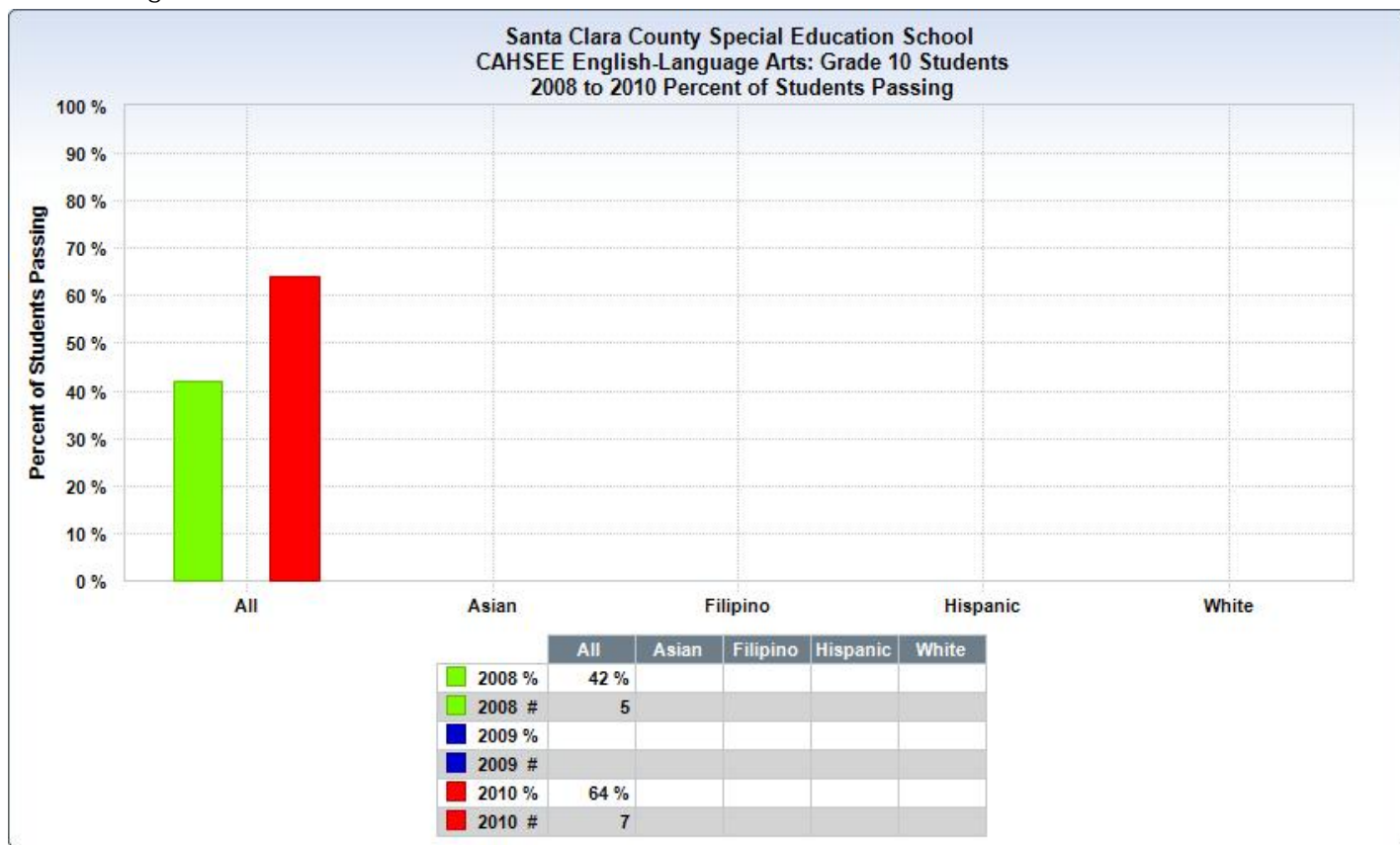
Goal Area : Other

Goal Title : All Students will Graduate from High School or Earn a Certificate of Completion

All students will graduate from High School or receive a Certificate of Completion.

What data did you use to form this goal (findings from data analysis)?

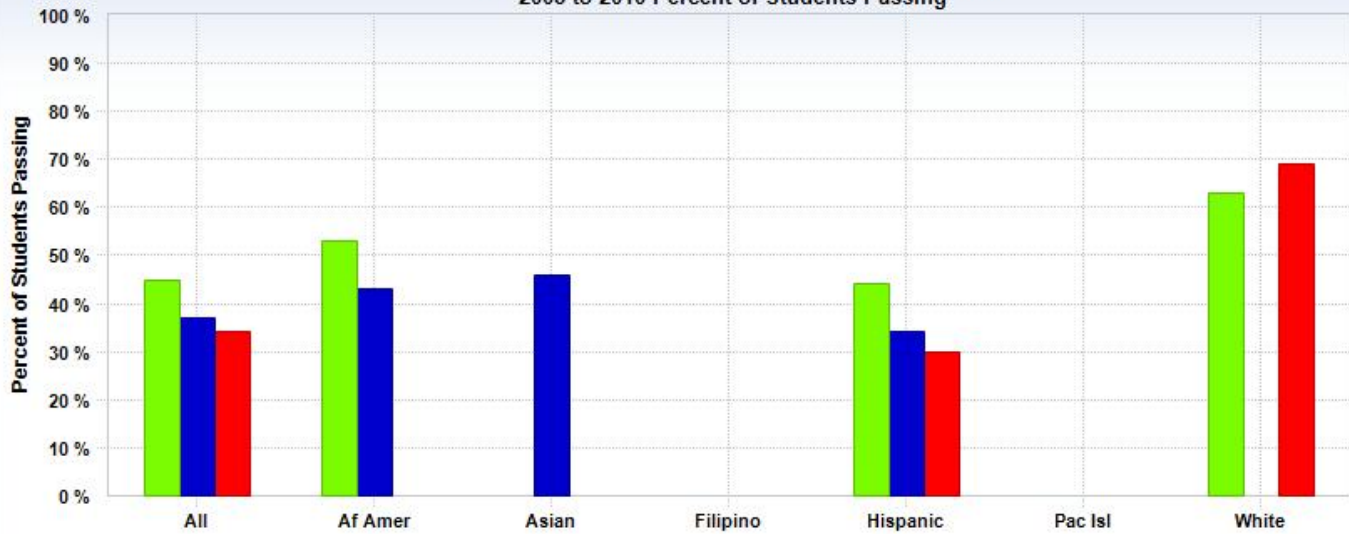
California High School Exit Exam





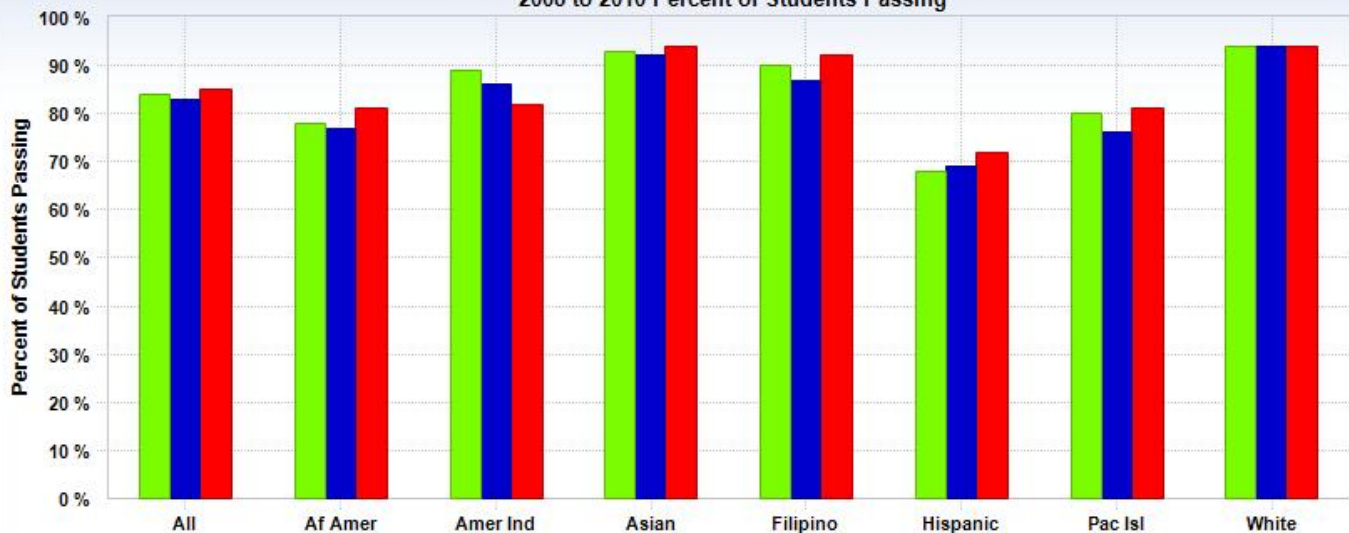
Santa Clara County Special Education 2011-12  
Single Plan For Student Achievement Report

Santa Clara County Office of E District  
CAHSEE English-Language Arts: Grade 10 Students  
2008 to 2010 Percent of Students Passing



	All	Af Amer	Asian	Filipino	Hispanic	Pac Isl	White
2008 %	45 %	53 %			44 %		63 %
2008 #	97	8			66		10
2009 %	37 %	43 %	46 %		34 %		
2009 #	73	6	6		52		
2010 %	34 %				30 %		69 %
2010 #	67				49		9

Santa Clara County  
CAHSEE English-Language Arts: Grade 10 Students  
2008 to 2010 Percent of Students Passing

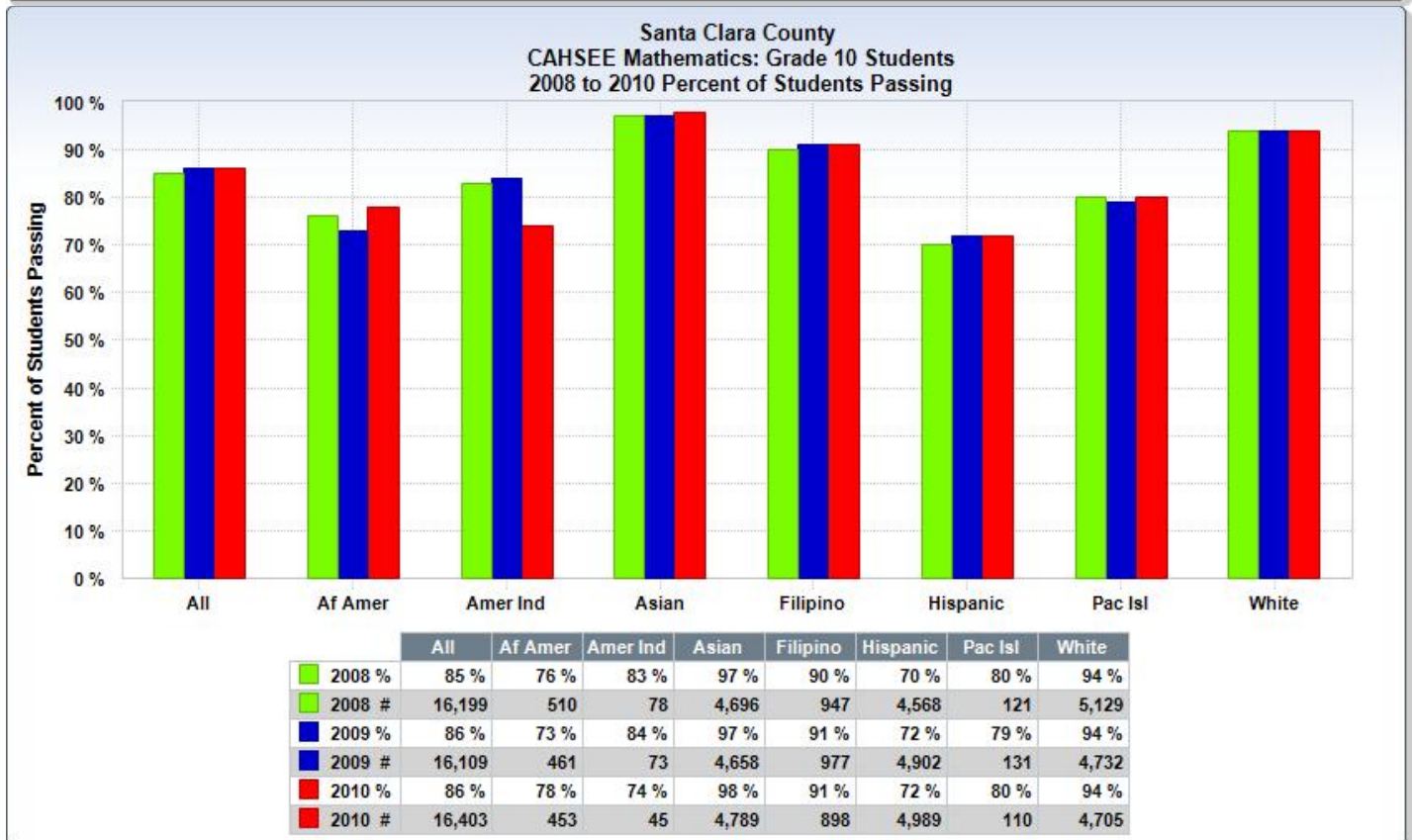
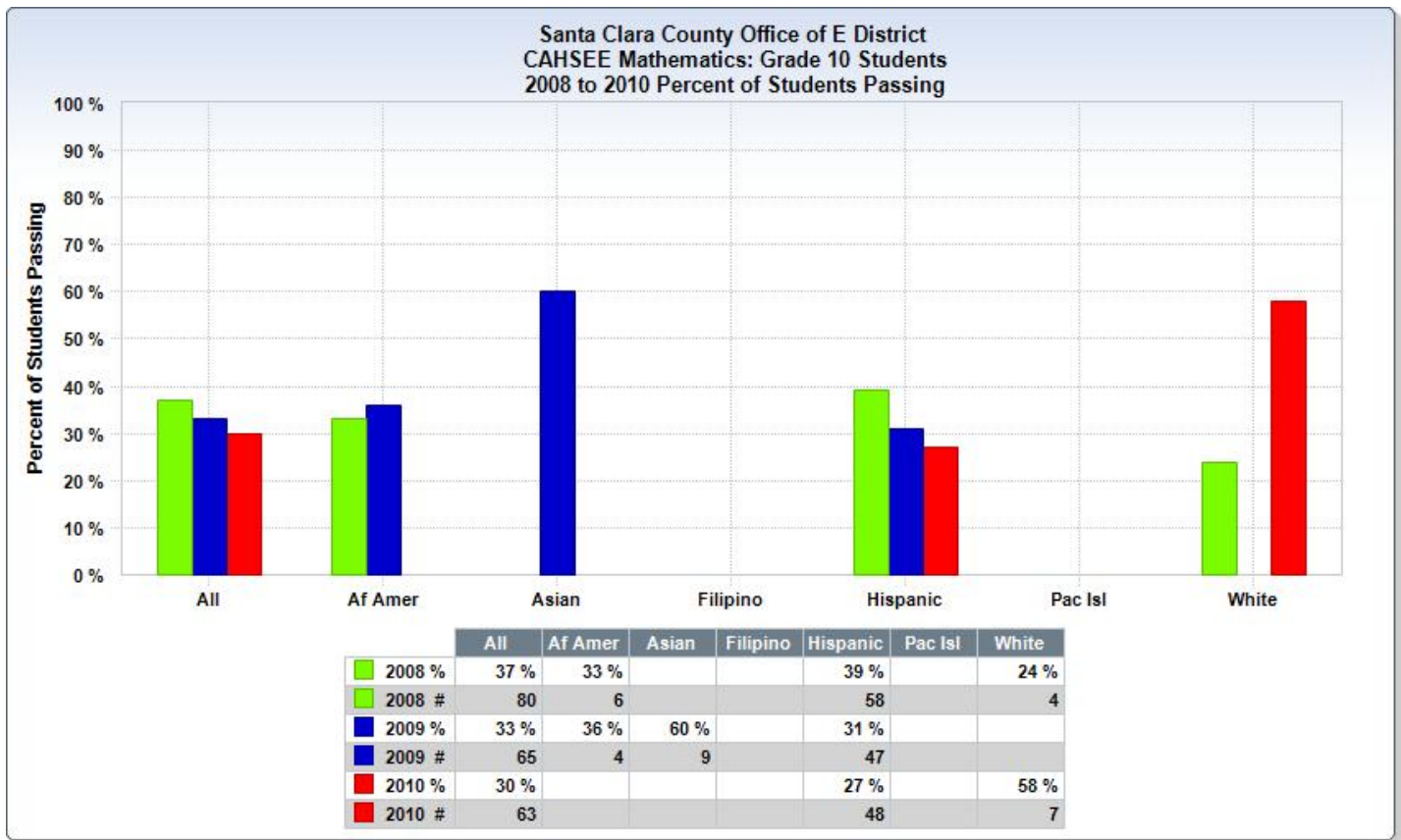


	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
2008 %	84 %	78 %	89 %	93 %	90 %	68 %	80 %	94 %
2008 #	16,208	532	84	4,519	945	4,606	123	5,240
2009 %	83 %	77 %	86 %	92 %	87 %	69 %	76 %	94 %
2009 #	15,961	509	77	4,436	947	4,889	128	4,804
2010 %	85 %	81 %	82 %	94 %	92 %	72 %	81 %	94 %
2010 #	16,464	480	54	4,629	920	5,086	113	4,758

Santa Clara County Special Education 2011-12  
Single Plan For Student Achievement Report

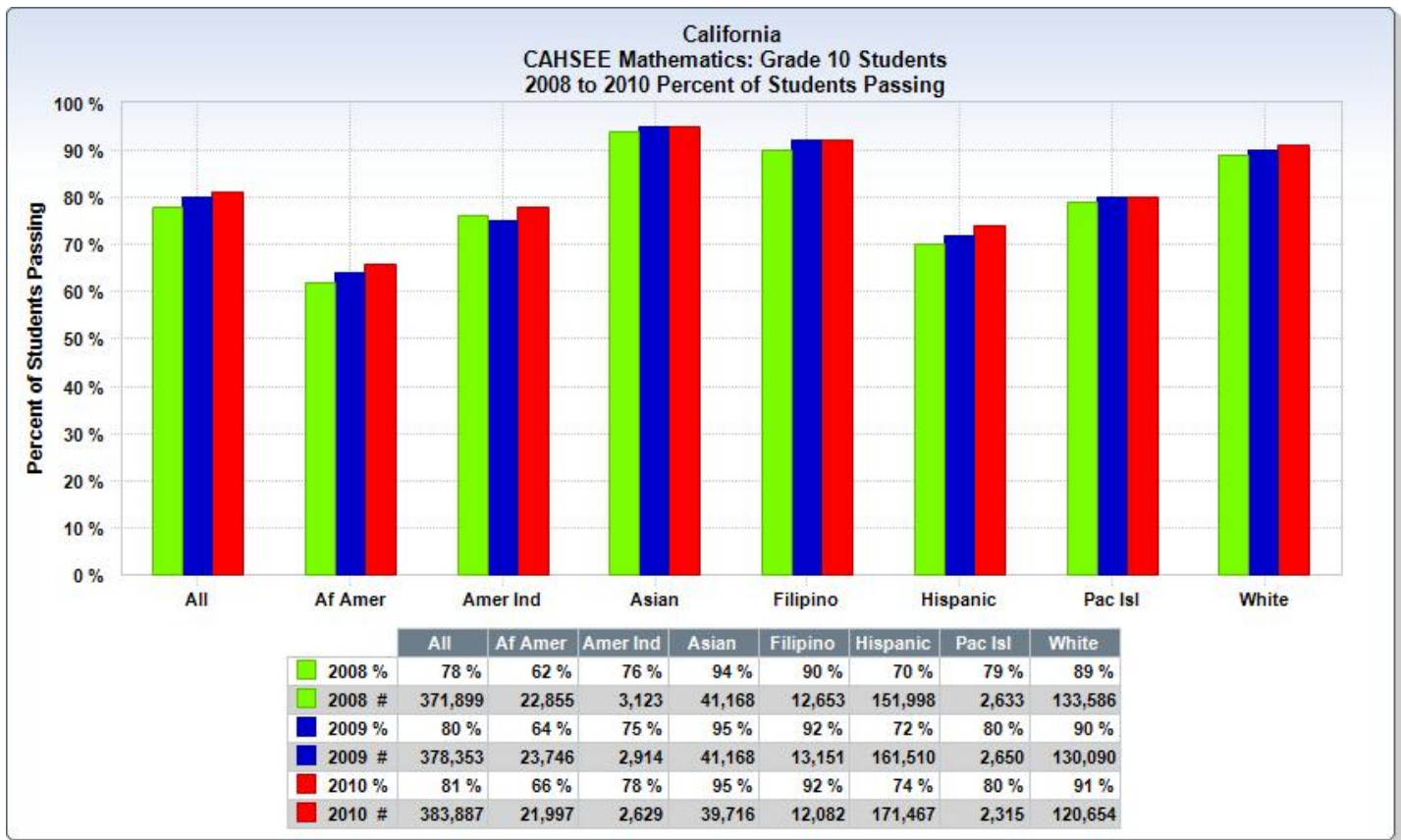


Santa Clara County Special Education 2011-12  
Single Plan For Student Achievement Report





## Santa Clara County Special Education 2011-12 Single Plan For Student Achievement Report



How does this goal align to your Local Educational Agency Plan goals?

This goal is included in our Local Educational Agency Plan.

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

All members of our School Site Council were involved in the analysis of the data and in the development of this goal.

Who are the focus students?

All underachieving students.

What is the expected growth?

What data will be collected to measure student achievement?

High School Graduation Rate  
Passing rate on the California High School Exit Exam (CAHSEE)

What process will you use to monitor and evaluate the data?

High School Graduation Rate  
Passing rate on the California High School Exit Exam (CAHSEE)

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Increase Real-Life Training Options and Experiences via Trips to Museums & Other Educational Outings

Means of Achievement: Alignment of instruction with content standards

Tasks :

Increase real-life training options and experiences for underachieving students in community based education via  
a. trips to museums and other educational settings that are specifically aligned to core curriculum.  
b. Attendance in Workability programs or the Central County Occupational Center  
c. Participation in community-based education focusing on independent living skills

Measures :

Students' academic performances will improve as measured by teacher evaluation; including report card grades and/or progress towards IEP goals.  
Students' academic performances will improve the California High School Exit Exam.  
Students' academic performances will improve on the California Standards Test or the California Alternative Performance Assessment.  
Graduation rate will improve.

People Assigned :

Director of Special Education  
Principals  
Manager of Special Education  
Coordinator of Categorical and Special Projects  
Teachers

Start Date : 7/1/2010

Completion Date : 6/29/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Coordinator and Administrative Support	\$2,096

## Santa Clara County Special Education 2011-12

### Single Plan For Student Achievement Report

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#### Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$421,042

Total Annual Expenditures for Current School Plan: \$421,042

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$397,031	\$397,031	\$0
	Align Staff Development and Professional Collaboration with Standards Based Materials		\$125,733	
	Increase Real-Life Training Options and Experiences via Trips to Museums & Other Educational Outings		\$2,096	
	Professional Development and Collaboration aligned with standards-based instructional materials		\$62,865	
	Provide Auxiliary Services for Students and Parents (Including Outreach, etc.)		\$15,086	
	Train Teachers and Aides in Developing Students' Social Skills and Improving Behaviors		\$62,866	
	Use of standards-aligned instructional materials and strategies		\$2,096	
	Use standards-aligned instructional materials and strategies		\$2,096	
	Utilize supplemental researched based ELD curriculums to support English Learners		\$2,096	
	Utilize Supplemental Staffing to Support Underachieving Students Behavioral and Emotional Needs		\$122,097	
4203	NCLB: Title III, Limited English Proficiency (LEP) Student Program	\$24,011	\$24,011	\$0
	Align Staff Development and Professional Collaboration with Standards Based Materials		\$24,011	
Total amount of categorical funds allocated to this school:		\$421,042	\$421,042	\$0



Analysis of Current Educational Practice

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA):

As a school, the Special Education staff analyzed state assessments at the beginning of the school year and established school and grade level goals. Individual teachers developed personal goals based on standards analysis. After local benchmark assessments throughout the year, departments analyze trends and develop re-teaching activities for students not meeting standards. Our school focus is to develop daily strategies to provide differentiated instruction for students not meeting mastery. Coaching continues to be a focus, in addition to differentiated instructional strategies in all subject areas. Teachers have identified goals in these areas and will work in focus groups to improve teacher practice.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

The Special Education school uses a system of frequent formative assessments and local benchmark assessments aligned to standards that provides timely data on students' progress in all subjects and intensive intervention programs. Results from these assessments are used to inform teachers and administrators on student placement, students' differentiated instructional needs and progress, and the effectiveness of instruction.

3. Status of meeting requirements for highly qualified staff (ESEA):

At this school, 100% of teachers of core academic subjects qualify as Highly Qualified Teachers. All teachers of core academic subjects possess at least a bachelor's degree, hold the appropriate credential for the academic subjects they teach, and have demonstrated knowledge and competence in the subjects they teach.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

5. Sufficiency of credentialed teachers and teacher professional development (e.g. access to AB 466 training on SBE-adopted instructional materials) (EPC):

All classrooms are staffed with highly qualified teachers. Teachers of core academic subjects possess a bachelor's degree, hold an appropriate teaching credential, authorization, or intern certificate, and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education and ELD, that focuses on curricular and instructional materials.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

We have a comprehensive staff development program that is supported in our calendar and is aligned with our school plan goals. The process of the school plan supports our analysis of data to establish goals for the following year.

Our local assessments continue to be evaluated to ensure alignment to standards, and a high degree of reliability and validity. Data from the local assessments are used to plan future instruction and our focus of differentiated instructional practices is implemented to support students' needs.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

The school/district provides instructional assistance and ongoing support to teachers of all subjects and grade levels. Teachers receive professional development from content experts and work with coaches in the classroom to deepen their knowledge about the subject content and delivery of instruction.

8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

The school/district facilitates and supports structured collaboration meetings each month in order for all teachers, including strategic and intensive intervention, special education, and ELD instruction, to analyze, discuss, and utilize the results of the local assessment system to guide student placement, instructional planning and delivery, and progress monitoring.

9. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

## Santa Clara County Special Education 2011-12 Single Plan For Student Achievement Report

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The school works with partner districts to use their adopted textbooks and supplemental materials that are aligned with state standards in English language arts, mathematics, and science. Teachers use differentiated instruction to accelerate student learning in these subject areas. Student progress toward meeting state standards in English language arts, mathematics, and science is measured using a system of benchmark assessments and a summative assessment at the end of the year. These assessments are scaled in order to ensure proper monitoring of student growth throughout the year.

### 10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

The school complies with and monitors the daily implementation of instructional time for English language arts and mathematics core programs, the intensive interventions, as well as additional time for strategic support and ELD for identified English Learners. This time is given priority during the school day.

### 11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

### 12. Availability of standards-based instructional materials appropriate to all student groups (ESEA):

Every student has access to standards-based instructional materials appropriate to his or her student group description, which include English Learners and Title I.

### 13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

The Special Education school provides universal access to the current core subject programs, and the ancillary materials for those programs. The school also provides the current intensive interventions for English language arts, ELD, and mathematics. These programs are implemented as designed and are documented to be in daily use in every classroom, with materials for every student.

### 14. Services provided by the regular program that enable underperforming students to meet standards (ESEA):

### 15. Research-based educational practices to raise student achievement at this school (ESEA):

### 16. Resources available from family, school, district, and community to assist under-achieving students (ESEA):

### 17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

The staff and School Site Council (SSC) annually review student performance data and analyze current instructional programs to determine goals for the following school year. Services and activities designed to improve academic performance are established, and categorical funds are allocated based on the priority of the service or activity. School advisory committees review the school plan, provide advice on the special needs of students, and provide input on ways the plan can meet those needs.

### 18. Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

The staff and School Site Council (SSC) annually review student performance data to determine goals for the following school year. Services and activities needed to accelerate learning among underperforming students are determined for each goal. Categorical funds are then allocated based on the priority of the service or activity. Throughout the year, the SSC monitors the spending of these funds.

### 19. Fiscal support (EPC):

The school's/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in reading and language arts, ELD, mathematics, as specified in the Single Plan for Student Achievement.

Nine Essential Program Components

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and \* English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPCs.