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

Principal:
Laurene Beto

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Website:
www.sccoe.org
### Goals and Actions

#### English-Language Arts

**All students will reach high standards in English Language Arts by 2013-14**

<table>
<thead>
<tr>
<th>Action</th>
<th>Start Date</th>
<th>Completion Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of standards-aligned instructional materials and strategies</td>
<td>7/1/2011</td>
<td>6/29/2012</td>
<td>$2,096</td>
</tr>
<tr>
<td>Provide Auxiliary Services for Students and Parents (Including Outreach, etc.)</td>
<td>7/1/2011</td>
<td>6/29/2012</td>
<td>$7,543</td>
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#### Mathematics

**All students will reach high standards in mathematics by 2013-14**

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#### English Language Development

**All Limited - English Proficient Student will become Proficient in English**

<table>
<thead>
<tr>
<th>Action</th>
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<tr>
<td>Utilize supplemental researched based ELD curriculums to support English Learners</td>
<td>7/1/2010</td>
<td>6/29/2012</td>
<td>$2,096</td>
</tr>
<tr>
<td>Align Staff Development and Professional Collaboration with Standards Based Materials</td>
<td>7/1/2011</td>
<td>6/29/2012</td>
<td>$86,878</td>
</tr>
</tbody>
</table>

#### School Climate

**Students will be educated in learning environments that are conducive to learning.**

<table>
<thead>
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<th>Completion Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train Teachers and Aides in Developing Students' Social Skills and Improving Behaviors</td>
<td>7/1/2010</td>
<td>6/29/2012</td>
<td>$62,866</td>
</tr>
</tbody>
</table>

#### Other

**All Students will Graduate from High School or Earn a Certificate of Completion**

<table>
<thead>
<tr>
<th>Action</th>
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<th>Completion Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Real-Life Training Options and Experiences via Trips to Museums &amp; Other Educational Outings</td>
<td>7/1/2010</td>
<td>6/29/2012</td>
<td>$2,096</td>
</tr>
</tbody>
</table>

**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.
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
Tasks:

1. Provide teachers with the appropriate California standards document according to their student age levels
   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

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<td>$2,096</td>
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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
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</tr>
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<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Aides - Extra Time</td>
<td>$30,353</td>
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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

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<td>Coordinator and Administrative Support</td>
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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.

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:
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

Grade 6

Grade 7

Grade 8
All underachieving students

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
Principal
Manager of Special Education
Coordinator of Categorical and Special Projects
Teachers

Start Date: 7/1/2011  
Completion Date: 6/29/2012

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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 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

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<td>Aides - Extra Time</td>
<td>$30,354</td>
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**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

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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: 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.

![Graph showing California English Language Development Test (CELDT) results]

<table>
<thead>
<tr>
<th>Level</th>
<th>All</th>
<th>Cnt.</th>
<th>Other</th>
<th>Pilip.</th>
<th>Span.</th>
<th>Viet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 %</td>
<td>5%</td>
<td>25%</td>
<td>14%</td>
<td>0%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>2011 #</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
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
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).

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**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

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<td>Aides - Extra Time</td>
<td>$30,354</td>
</tr>
<tr>
<td>NCLB: Title III, Limited English Proficiency (LEP) Student Program</td>
<td>English Language Development Coordinator</td>
<td>$24,011</td>
</tr>
</tbody>
</table>
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 CaliforniaAlternative 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

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Behavioral Specialist and Counseling Services</td>
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<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator and Administrative Support</td>
<td>$2,097</td>
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</table>
**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

<table>
<thead>
<tr>
<th>Funding Resources</th>
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<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
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<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Teachers - Extra Time</td>
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<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Aides - Extra Time</td>
<td>$30,354</td>
</tr>
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</table>
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
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

<table>
<thead>
<tr>
<th>Funding Resources</th>
<th>Related Expenditures</th>
<th>Estimated Cost</th>
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<tbody>
<tr>
<td>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</td>
<td>Coordinator and Administrative Support</td>
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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

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<tr>
<th>Funding Resource Code</th>
<th>Funding Resource Description</th>
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<th>Budgeted Allocation</th>
<th>Balance Available</th>
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<td>$125,733</td>
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<td>Increase Real-Life Training Options and Experiences via Trips to Museums &amp; Other Educational Outings</td>
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<td></td>
<td>Professional Development and Collaboration aligned with standards-based instructional materials</td>
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<td>Provide Auxiliary Services for Students and Parents (Including Outreach, etc.)</td>
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<td>Use of standards-aligned instructional materials and strategies</td>
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<tr>
<td></td>
<td>Use standards-aligned instructional materials and strategies</td>
<td></td>
<td>$2,096</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Utilize supplemental researched based ELD curriculums to support English Learners</td>
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<tr>
<td></td>
<td>Utilize Supplemental Staffing to Support Underachieving Students Behavioral and Emotional Needs</td>
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<td></td>
<td>Align Staff Development and Professional Collaboration with Standards Based Materials</td>
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<td>$24,011</td>
<td></td>
</tr>
</tbody>
</table>

**Total amount of categorical funds allocated to this school:** $421,042
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):
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.