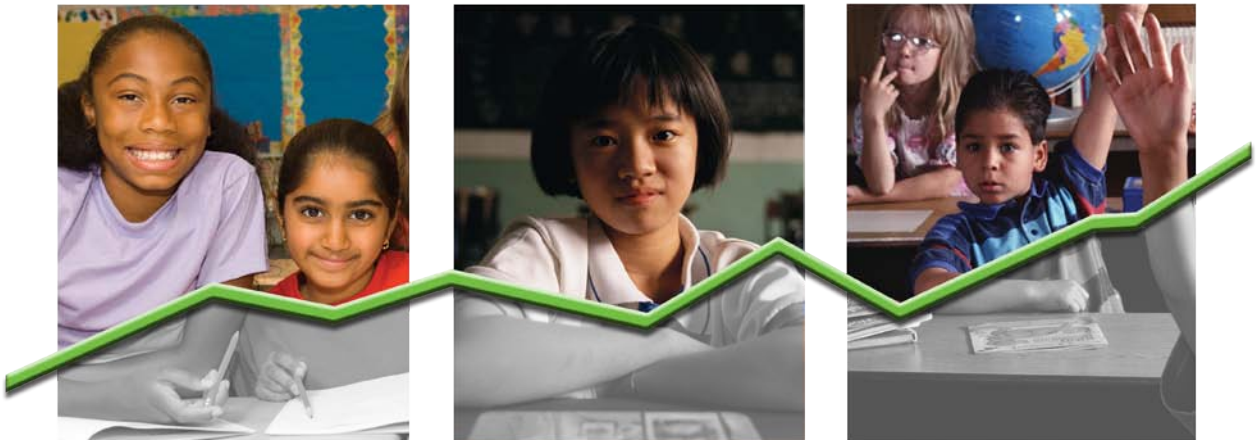




Regional System of District and School Support
Region 5
<http://rsdss5.sccoe.org>

School Program Improvement Process At a Glance

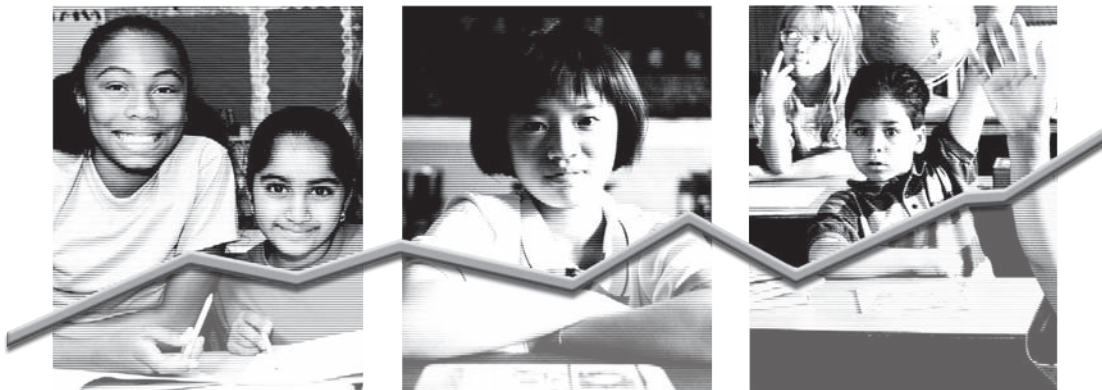






SCHOOL PROGRAM IMPROVEMENT PROCESS AT A GLANCE

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SCHOOL PROGRAM IMPROVEMENT PROCESS AT A GLANCE

Overview







SCHOOL PROGRAM IMPROVEMENT PROCESS

PROGRAM IMPROVEMENT OVERVIEW

Under the Elementary and Secondary Education Act (ESEA), an escalating series of interventions and consequences occurs if a school does not meet the Adequate Yearly Progress (AYP) target each year. Program Improvement (PI) is a formal designation for Title I funded schools that do not make AYP for two consecutive years on the same indicator (English/language arts, mathematics, Academic Performance Index or graduation rate) *schoolwide or for any numerically significant subgroup*, or on the same indicator (Academic Performance Index (API) or high school graduation rate) schoolwide. A school is eligible to exit PI status once it makes AYP for two consecutive years which includes making Safe Harbor schoolwide and in all numerically significant subgroups.

Title I schools must implement required services and/or interventions each year they are in PI as shown in the chart on the next page. Directing the work of PI requires specialized knowledge and action on the part of the site administrator and district. **Technical assistance in this endeavor can be obtained through the Regional System of District and School Support (RSDSS). To contact the Regional Director for your area check out the website at <http://rsdss5.sccoe.org>.**

Using this Booklet

The booklet illustrates the federal requirements and recommended activities for all levels of PI status for schools.

Notations appearing in bold are mandated requirements of Elementary and Secondary Education Act (ESEA). Other notations are recommended by the California Department of Education (CDE) and/or the Santa Clara County Office of Education (SCCOE), based upon work with PI schools and districts.



ESEA PROGRAM IMPROVEMENT (PI) SCHOOL REQUIREMENTS

Number of Years School Does Not Make Adequate Yearly Progress (AYP)						
One	Two	Three	Four	Five	Six	Seven
Did not make AYP	Did not make AYP	School Improvement Year 1	School Improvement Year 2	Corrective Action Year 3	Restructuring Year 4	Restructuring Year 5
Did not make AYP	Did not make AYP	<p>Local Educational Agency (LEA):</p> <ul style="list-style-type: none"> Provides technical assistance to PI school Notifies parents of PI status of school and school choice Sets aside minimum 5% for professional development to meet highly qualified staff requirements Provides choice to attend another public school in the LEA that is not PI (LEA is responsible for transportation costs.) Establishes peer review process to review revised school plan <p>School:</p> <ul style="list-style-type: none"> Revises school plan within 3 months to cover 2-year period Uses 10% of Title I school funds for staff professional development Implements plan promptly 	<p>LEA continues:</p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional development School choice <p>LEA adds:</p> <ul style="list-style-type: none"> Supplemental educational services to all eligible students <p>School continues:</p> <ul style="list-style-type: none"> Plan implementation Professional development 	<p>LEA continues:</p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional development School choice Supplemental services <p>LEA adds:</p> <p>LEA identifies school for corrective action and does at least <u>one</u> of the following:</p> <ul style="list-style-type: none"> Replaces school staff Implements new curriculum Decreases management authority at school level Appoints outside expert Extends school year or day Restructures internal organizational structure of school <p>LEA informs parents and public of corrective action and allows comment. LEAs may provide direct technical assistance to school site councils in developing school plans.</p> <p>School continues:</p> <ul style="list-style-type: none"> Professional development Collaboration with district to improve student achievement 	<p>LEA continues:</p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional development School choice Supplemental services <p>LEA and School add:</p> <p>During Year 4, prepare plan for alternative governance of school. Select one of the following:</p> <ul style="list-style-type: none"> Reopen school as a charter Replace all or most staff including principal Contract with outside entity to manage school State takeover Any other major restructuring <p>LEA provides notice to parents and teachers and allows comment.</p> <p>School continues:</p> <ul style="list-style-type: none"> Professional development Collaboration with district to improve student achievement 	<p>LEA continues:</p> <ul style="list-style-type: none"> Technical assistance Parent notification of PI status of school, school choice, supplemental services Professional development School choice Supplemental services <p>LEA and School add:</p> <ul style="list-style-type: none"> Implement alternative governance plan developed in Year 4 <p>School continues in PI, and LEA offers choice and supplemental services until school makes AYP for two consecutive years. School exits PI after two consecutive years of making AYP</p>

SCHOOL PROGRAM IMPROVEMENT PROCESS AT A GLANCE

Pre-Program Improvement

At Risk of Being PI Year 1





PRE-PROGRAM IMPROVEMENT

At Risk of Being PI Year 1

- LEA:**
- Provide timely and varied school and student data to site.
 - Inform school site of Program Improvement requirements and ESEA dates.
 - Identify potential “choice” schools.
 - Develop potential parent notifications to meet ESEA requirements (see resources).
- School:**
- In collaboration with the district conduct a needs assessment
- Analyze student achievement data and identify potential area(s) causing PI identification.
 - Analyze current instructional practices to determine if they meet the identified area(s) of need.
 - Review the Nine Essential Program Components.
 - Analyze school governance (organization, systems, policies, procedures, practices, personnel) to determine where it meets or fails to meet identified areas(s) of need.
 - Develop actions for identified needs.
 - Review budget and expenditures to determine if they align to identified needs and actions.
- *Provides information for Section 1 of Single Plan for Student Achievement (SPSA) revision.
- SCCOE:**
- Provide professional development on ESEA and PI requirements and updates.
 - Provide technical support for schools and districts specific to PI needs.
- CDE:**
- Post student achievement data and PI designations on the Web.
 - Provide model SPSA template and Guide.



SCHOOL PROGRAM IMPROVEMENT PROCESS AT A GLANCE

Year 1





Year 1 School Improvement Phase

- LEA:**
- Provide timely and varied school and student data to site.
 - Inform school site of PI requirements and ESEA updates.
 - Create District/School Liaison Team (DSLTL) to enhance collaboration between local educational agency (LEA) and school site.
 - Use District Assistance Survey (DAS), with assistance of the DSLTL, to analyze LEA support to the school.
 - Complete and analyze other comprehensive needs assessment tools such as the Inventory of Services and Supports (ISS) for Students with Disabilities and the English Language Subgroup Self Assessment (ELSSA).
 - Provide technical assistance to PI school to develop/implement revised School Improvement Plan.**
 - Notify parents of PI status (including reasons for identification and steps being taken) and of school choice.**
 - Provide choice for all students in the school to attend a non-PI public school in the district. (The LEA is responsible for transportation costs.)**
 - Establish a peer review process to review School Improvement Plan.**
 - Set aside an amount equal to 20 percent of the LEA's Title I allocation to satisfy all requests for school choice transportation costs.**
 - Review effectiveness of school's actions to improve the school, including parental involvement and professional development activities.
 - Review the LEA plan to determine possible deficits in the LEA's support of the school(s).
 - Amend LEA plan and LEA budget to reflect changes in LEA support to its school(s), if necessary.
 - Secure local board approval for Single Plan for Student Achievement and amended LEA plan.



- School:** In collaboration with the DSLT:
- Complete Academic Program Survey (APS) and/or any other appropriate comprehensive needs assessment tools for the purpose of determining deficits within the school program that are resulting in academic failure for students.
 - Within three months, revise Single Plan for Student Achievement (from here on referred to as School Improvement Plan) to cover two-year period**, based upon the results of needs assessments that might help to determine deficits in the school program.
 - Set aside a minimum of 10 percent of Title I school funds for staff professional development** *based on areas of identified need(s)*.
 - Implement School Improvement Plan promptly after approval is received from LEA.** Establish a system to continuously monitor school progress towards achieving the School Improvement Plan goals.
-

- SCCOE:**
- Provide professional development on ESEA and PI requirements and updates.
 - Provide technical support for schools and districts specific to PI needs.
 - Provide SPSA consultation and support.
 - Provide Administrator Instructional Leadership Training Program and teacher Instructional Materials Professional Development (Formerly AB 430 and SB 472, respectively).
-

- CDE:**
- Post student achievement data and PI designations on the CDE Web site.**
 - Disseminate information and provide training on state developed tools and the PI process.**
 - In partnership with county offices of education (COEs), offer effective technical assistance regarding the PI process.



SCHOOL PROGRAM IMPROVEMENT PROCESS AT A GLANCE

Year 2





Year 2 School Improvement Phase

- LEA continues:**
- Provide timely and varied school and student data to site.
 - Inform school site of PI requirements and ESEA updates.
 - Provide technical assistance with development/implementation of revised School Improvement Plan.**
 - Notify parents of PI status of school, school choice, and supplemental educational services.**
 - Set aside an amount equal to 20 percent of the Title I allocation to satisfy all requests for supplemental educational services (at least five percent) and transportation costs (at least five percent).**
 - Provide choice for all students in the school to attend a non-PI public school in the district. (LEA is responsible for transportation costs.)**
 - Monitor implementation of School Improvement Plan.**
 - Amend LEA plan and LEA budget, if necessary, to reflect changes in LEA support to its school(s) using the DAS and/or any other appropriate comprehensive needs assessment tool for the purpose of determining deficits within the school program that are resulting in academic failure for students.
-

- LEA adds:**
- Provide supplemental educational services to all eligible students. (Students eligible for supplemental services are those students determined to be from “low income” families as determined by LEA poverty criteria for allocation of funds.)**



School continues:

- Analyze student achievement data.
- Collaborate with LEA to improve student achievement.
- Implement School Improvement Plan.**
- Set aside a minimum of 10 percent of Title I school funds for staff professional development** based on the areas of identified needs.

School adds:

- Continue to review, revise, and monitor School Improvement Plan using results of APS and other current data, as appropriate.

SCCOE continues:

- Provide professional development on ESEA and PI requirements and updates.
- Provide technical support for schools and districts specific to PI needs.
- Provide SPSA consultation and support.
- Provide Administrator Instructional Leadership Training Program and teacher Instructional Materials Professional Development (Formerly AB 430 and SB 472, respectively).

CDE:

- Post student achievement data and PI designations on the CDE Web site.
- Disseminate information and provide training on state developed tools and the PI process.
- In partnership with COEs, offer effective technical assistance regarding the PI process.
- Implement California State Title 5 Regulations that pertain to SES.
- Review SES applications and recommend eligible applicants for approval to the State Board of Education.
- Maintain approved SES providers' database.
- Monitor and evaluate approved SES providers.



SCHOOL PROGRAM IMPROVEMENT PROCESS AT A GLANCE

Year 3





YEAR 3 Corrective Action Phase

- LEA continues:**
- Provide timely and varied school and student data to site.
 - Inform school site of PI requirements and ESEA updates.
 - Provide technical assistance for implementation of revised School Improvement Plan.**
 - Notify parents of PI status of school, school choice, and supplemental educational services.**
 - Provide school choice, transportation and supplemental educational service options.**
 - Monitor implementation of revised School Improvement Plan.**
 - Use a DSLT to enhance collaboration between LEA and school site.
-

- LEA adds:**
- Use DAS, with assistance of the DSLT, to analyze LEA support to the school.
 - Select and define** (in collaboration with the DSLT) **one or more appropriate corrective action(s) based upon results of comprehensive needs analysis** including the DAS:
 - **Replace school staff**
 - **Implement new curriculum**
 - **Decrease management authority at school level**
 - **Appoint outside expert**
 - **Extend school year or day**
 - **Restructure internal organizational structure of school**
 - Provide technical assistance to various groups** such as School Site Council, School Leadership Team and other stakeholders **in revision of School Improvement Plan incorporating corrective action(s).**
 - Ensure LEA plan is in alignment with identified school needs.
 - Amend LEA plan and LEA budget to reflect changes in LEA support to the school(s), if necessary.
 - Secure local board approval of amended LEA plan and School Improvement Plan incorporating corrective action(s).**
 - Inform parents and public of revised school plan incorporating corrective action(s) and allows public comment.**



-
- School continues:**
- Review, revise and monitor School Improvement Plan using results from student achievement data.
 - Collaborate with LEA to improve student achievement.**
 - Set aside a minimum of 10 percent of Title I school funds for staff professional development.**
-

- School adds:** In collaboration with DSLT:
- Review existing School Improvement Plan, select the most appropriate corrective action(s)** *(based on results of APS or other needs assessment tools used)*, **and revise the School Improvement Plan to incorporate the corrective action option(s) selected.**
 - Expediently implement revised School Improvement Plan, incorporating selected corrective action(s).
-

- SCCOE:**
- Assist, as a component of DSLT, LEA/schools in development of School Improvement Plan incorporating corrective action(s).
 - Provide/coordinate professional development on ESEA and PI requirements and updates.
 - Provide/coordinate technical support for districts and schools specific to PI needs.
-

- CDE:**
- Post student achievement data and PI designations on the CDE Web site.
 - Disseminate information and provide training on state developed tools and the PI process.
 - Train COEs, DSLTs, and other regional partners in the use of state developed protocols for assisting LEAs in making informed decisions regarding appropriate corrective action(s) and aligning LEA plans and LEA budgets with school plans to ensure seamless support for increased student achievement.
 - Implement California State Title 5 Regulations that pertain to SES.
 - Review SES applications and recommend eligible applicants for approval to the State Board of Education.
 - Maintain approved SES providers' database and post approved SES provider list on CDE Web site.
 - Monitor and evaluate approved SES providers.



SCHOOL PROGRAM IMPROVEMENT PROCESS AT A GLANCE

Year 4





Year 4 Planning for Restructuring Phase

- LEA continues:**
- Provide timely and varied school and student data to site.
 - Inform school site of PI requirements and ESEA updates.
 - Provide technical assistance with implementation of revised School Improvement Plan.**
 - Notify parents of PI status, school choice, transportation, and supplemental educational services.**
 - Provide school choice, transportation and supplemental educational services.**
 - Monitor implementation of School Improvement Plan.**
 - Use DAS with assistance of the DSLT, to analyze LEA support to the school.
-

- School continues:**
- Review, revise and monitor School Improvement Plan using results from student achievement data and **implement corrective action(s).**
 - Set aside a minimum of 10 percent of Title I school funds for staff professional development
 - Collaborate with LEA to improve student achievement.**
-

- LEA and School add:**
- Develop plan (with assistance from the DSLT) for alternative governance including one of the following:**
- **Reopen school as a charter**
 - **Replace all or most staff, including principal**
 - **Contract with outside entity to manage school**
 - **State takeover (not an option in California)**
 - **Any other major restructuring.**
 - Amend LEA plan and LEA budget to reflect changes in LEA support to its school(s), if necessary.
 - Provide notice to parents and teachers and allow public comment and participation regarding the development of the alternative governance plan.**



-
- SCCOE:**
- Assist LEA/schools (as a component of the DSLT) in development of school plan for alternative governance.
 - Provide/coordinate professional development on ESEA and PI requirements and updates.
 - Provide/coordinate technical support for districts and schools specific to PI needs.

-
- CDE:**
- Post student achievement data and PI designations on the CDE Web site.
 - Disseminate information and provide training on state developed tools and the PI process.
 - Train COEs, DSLTs, and other regional partners in the use of state developed protocols for assisting LEAs in making informed decisions regarding appropriate corrective action(s) and aligning LEA plans and LEA budgets with revised SPSAs to ensure seamless mutual support for increased student achievement.
 - Implement California State Title 5 Regulations that pertain to SES.
 - Review SES applications and recommend eligible applicants for approval to the State Board of Education.
 - Maintain approved SES providers' database and post approved SES provider list on CDE Web site.
 - Monitor and evaluate approved SES providers.



SCHOOL PROGRAM IMPROVEMENT PROCESS AT A GLANCE

Year 5





Year 5 Restructuring Phase

- LEA continues:**
- Provide timely and varied school and student data to site.
 - Inform school site of PI requirements and ESEA updates.
 - Provide technical assistance with implementation of revised School Improvement Plan.**
 - Notify parents of PI status of school, school choice, and supplemental educational services options.**
 - Provide transportation and supplemental educational service options.**
 - Monitor implementation of School Improvement Plan.**

-
- School continues:**
- Review, revise and monitor School Improvement Plan using results from student achievement data.
 - Set aside a minimum of 10 percent of Title I school funds for staff professional development**
 - Collaborate with LEA to improve student achievement.**

-
- LEA and School add:**
- Implement (with assistance from the DSLT) School Improvement Plan for alternative governance developed in Year 4.**

-
- SCCOE:**
- Provide/coordinate technical support for districts and schools specific to PI needs.
 - Assist LEA/schools (as a component of the DSLT) in implementation of school plan for alternative governance.
-



-
- CDE:**
- Post student achievement data and PI designations on the CDE Web site.
 - Disseminate information and provide training on state developed tools and the PI process.
 - Train COEs, DSLTs, and other regional partners in the use of this protocol for assisting LEAs in making informed decisions regarding appropriate corrective action(s) and aligning LEA plans and LEA budgets with SPSAs to ensure seamless support for increased student achievement.
 - Implement California State Title 5 Regulations that pertain to SES.
 - Review SES applications and recommend eligible applicants for approval to the State Board of Education.
 - Maintain approved SES providers' database and post approved SES provider list on CDE Web site.
 - Monitor and evaluate approved SES providers.



**SCHOOL PROGRAM IMPROVEMENT PROCESS
AT A GLANCE**

Resources & Contacts





RESOURCES AND CONTACTS

Santa Clara County Office of Education

Administrator Training Program	Tish Nilsen, Ed.D.	tish_nilsen@sccoe.org (408) 453-6974
Assessment and Accountability	Bill Conrad, Ed.D.	bill_conrad@sccoe.org (408) 453-4332
AVID	Andrea Lichter	andrea_lichter@sccoe.org (408) 453-6899
Categorical Programs	Mary Ann Burke, Ed.D.	maryann_burke@sccoe.org (408) 453-4322
Curriculum and Instruction	Edy Mourtos	edith_mourtos@sccoe.org (408) 453-6632
District and School Support Services	Martha Martinez	martha_martinez@sccoe.org (408) 453-6753
English Learner Programs	Yee Wan, Ed.D.	yee_wan@sccoe.org (408) 453-6825
Migrant Services	Deborah Abello	deborah_abello@sccoe.org (408) 453-6759
Regional System of District and School Support (RSDSS) (Program Improvement)	Martha Martinez	martha_martinez@sccoe.org (408) 453-6753
Response to Instruction and Intervention (RtI ²) and Positive Behavioral Interventions and Supports (PBIS)	Lisa Pruitt	lisa_pruitt@sccoe.org (408) 453-6634

California State Department of Education

To Access the Following Tools the first four tools:

<http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>

To Access the Parent Notification Sample Letters:

<http://www.cde.ca.gov/ta/ac/ti/parnotpi.asp>

Tool	Use
Academic Program Survey (APS), Rating Scales and Guiding Questions	Analyze the extent to which the school is providing a coherent instructional program to support improved student achievement using the Essential Program Components
District Assistance Survey (DAS)	Assess the nature and alignment of district operations and the district's capacity to support a rigorous and multi-tiered instructional system at all schools and for all students. Organized around seven broad areas of district work
English Learner Subgroup Self Assessment (ELSSA)	A district level tool for LEAs to analyze outcomes and program services for English learners (ELs)
Inventory of Services and Supports (ISS) for Students with Disabilities	Examine district policies, procedures, and practices to gain a deeper understanding of students with disabilities learning needs
Parent Notification Letters	Templates to inform parents of their rights relative to different levels of school and district PI

**CDE Contacts**

Administrator Training Program (Formerly AB 430)	Professional Development Office	(916) 323-5846 http://www.cde.ca.gov/pd/ai/tg/
Beginning Teacher Support and Assessment (B TSA)	Professional Development Office	(916) 323-6440 http://www.btsa.ca.gov/
Categorical Program Monitoring (CPM)	Categorical Program Monitoring Office	(916) 319-0935 http://www.cde.ca.gov/ta/cr/cc/
Charter School	Charter Schools Division	(916) 322-6029 charters@cde.ca.gov http://www.cde.ca.gov/sp/cs
Highly Qualified Teachers and Paraprofessionals	Title II Leadership Office	(916) 445-7331 or (916) 323-5822 http://www.cde.ca.gov/nclb/sr/tq/
Mathematics	Mathematics and Science Leadership Office	(916) 323-6189 http://www.cde.ca.gov/pd/ca/ma/
Migrant Education Information	Migrant, Indian, International Education Office	(916) 319-0851 http://www.cde.ca.gov/sp/me/mt/
Parent and Family Involvement	Title I Policy & Partnership Office	(916) 319-0382 or (916) 319-0917 parentalinvolvement@cde.ca.gov http://www.cde.ca.gov/sp/sw/t1/title1pf.asp
Program Improvement - LEAs	District Improvement Office	(916) 319-0836 http://www.cde.ca.gov/ta/ac/ti/leapireq.asp
Program Improvement - Schools	School Support and Title I Basic Office	(916) 319-0854 http://www.cde.ca.gov/ta/ac/ti/schoolpireq.asp
Quality Education Investment Act (QEIA)	Regional Coordination and Support Office	(916) 319-0226 http://www.cde.ca.gov/ta/lp/qe/
Reading/Language Arts	Reading/Language Arts Leadership Office	(916) 323-4630 http://www.cde.ca.gov/pd/ca/rl/
School Choice Information	Title I Policy & Accountability Office	(916) 319-0733 http://www.cde.ca.gov/ta/ac/ti/schoolchoice.asp
Schoolwide Programs Information	District and School Program Coordination Office	(916) 319-0256 http://www.cde.ca.gov/sp/sw/rt/
Single Plan for Student Achievement (SPSA)	District and School Improvement Division	(916) 319-0303 http://www.cde.ca.gov/nclb/sr/le/singleplan.asp
Special Education Information	Special Education Division	(916) 445-4613 http://www.cde.ca.gov/sp/se/
Supplemental Educational Services (SES) Information	Title I Policy & Accountability Office	(916) 319-0948 http://www.cde.ca.gov/ta/ac/ti/supplemental.asp
Technical Assistance for LEAs with Program Improvement Schools	District and School Program Coordination Office	(916) 319-0248 http://www.cde.ca.gov/sp/sw/ss



SCHOOL PROGRAM IMPROVEMENT PROCESS AT A GLANCE

Essential Program Components





Essential Program Components

Introduction

The Essential Program Components (EPC) support academic student achievement in English/reading/language arts and mathematics as measured through grade-span Academic Program Survey (APS). The EPCs are designed to meet the needs of all students, including English learners and students with disabilities through State Board of Education (SBE)-adopted standards-based and/or standards-aligned (grades nine through twelve) instructional materials including interventions and English Language Development materials, appropriate instructional time and pacing schedules, professional development for teachers and administrators, assignment of fully credentialed highly qualified teachers, ongoing instructional support use of data obtained from a student achievement monitoring system, teacher collaboration, and fiscal support.

The APS can be retrieved from: <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

1. Use State Board of Education (SBE) adopted (K-8) or standards-aligned (9-12) English-language arts and mathematics instructional materials, including intervention materials.
 - Use Universal Access Materials
 - English Language Development: Depending on the grade level and year of adoption, school/district may also use ELD materials found on the SBE approved supplementary materials list (includes Assembly Bill 1802 materials) to provide ELD instruction to English Learners.
2. As evidenced in the daily schedule (elementary) or the master schedule (middle and high school), the school/district complies with and monitors the daily implementation of instructional time for the adopted RLA and mathematics basic core programs, the intensive interventions as well as additional time for strategic support and ELD for identified English Learners. This time should be given priority and be protected from interruptions.
3. The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level for the SBE-adopted (K-8) or standards-aligned (9-10) basic core, strategic support, and intensive intervention programs in RLA/ELD and mathematics.
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. All classrooms are staffed with fully credentialed, **highly qualified teachers** per the requirements of the ESEA. And, the school/district provides teachers of RLA/ELD (K-10) and mathematics K-8 through Algebra I (in all grade levels and programs, including special education and ELD) with a 40-hour **instructional materials professional development program** provided by a knowledgeable and experienced provider.
6. Implementation of ongoing instructional assistance and support for RLA, 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. The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for all teachers of reading and language arts and mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted RLA/ELD and mathematics programs.
9. The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, mathematics, and the Single Plan for Student Achievement (SPSA).

Academic Program Survey

Essential Program Components by Grade Span

EPC	Elementary Level	Middle School Level	High School Level
1	SBE-adopted Instructional Program	SBE-adopted Instructional Program	Standards-aligned Instructional Program
2	Instructional Time	Instructional Time	Instructional time – 9th/10th grades
3	Lesson Pacing Schedule – core, strategic & intensive	Lesson Pacing Schedule – core, strategic & intensive	Lesson Pacing Schedule – core, strategic & intensive for 9th/10th grades
4	Administrators' Instructional Leadership Training	Administrators' Instructional Leadership Training	Administrators' Instructional Leadership Training
5	Credentialed Teachers and Teacher Professional Development Opportunity	Credentialed Teachers and Teacher Professional Development Opportunity	Credentialed Teachers (math and English) and Teacher Professional Development Opportunity
6	Ongoing Instructional Assistance and Support for Teacher	Ongoing Instructional Assistance and Support for Teacher	Ongoing Instructional Assistance and Support for Teacher
7	Student Achievement Monitoring System	Student Achievement Monitoring System	Student Achievement Monitoring System
8	Monthly Collaboration by Grade Level for Teachers Facilitated by Principal	Monthly Collaboration by Grade Level or Program for Teachers Facilitated by Principal	Monthly Collaboration by Department or Program for Teachers Facilitated by Principal
9	Fiscal Support	Fiscal Support	Fiscal Support

For more information, contact:

Regional System of District and School Support (RSDSS)

Martha Martinez, Regional Director

martha_martinez@sccoe.org

(408) 453-6753

<http://rsdss5.sccoe.org>

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