

# GROSSMONT UNION HIGH SPECIAL EDUCATION PROGRAM

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Marilyn LeResche, Director

School Accountability Report Card

Report 2005-06 Published in 2006-07

## General Information



Parents play a very important role in the success of the school and its students. Read more about how parents can get involved ...

## Curriculum

The curriculum that students are taught is determined by the content standards adopted by the California State Board of Education. Read more ...



## Policies & Statistics

Providing a positive and safe school environment is crucial to students' success. Read more about our school's policies and statistics...



## Educational Team



In order for a school to succeed it must have quality teachers and support programs in place. Read more ...

## Assessments



Each year students are given multiple assessments to measure their understanding of the standards-based curriculum in which they were taught. Find out how our students are doing...

## Principal's Message

Grossmont District's Special Education Department is committed to providing an environment where each student can maximize his or her potential. Each student will receive the highest quality program designed to meet his or her individual needs.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Darlene McLucas at (619) 644-8115.

## Parent Involvement

Special Education Program greatly benefits from its supportive parents who participate in their student's programs. The school has a strong base of parent volunteers who assist at dances. Parents are also welcome to join the Community Advisory Committee. The school also benefits from several community partnerships, including work experiences for students including such places as Applebee's, Por Favor restaurant, La Vida Real, Boot Barn, etc. The school also sponsors dances for students with severe disabilities.

## Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2003-04	2004-05	2005-06
<b>8th</b>		2	
<b>9th</b>	166	349	62
<b>10th</b>	65	70	72
<b>11th</b>	29	40	118
<b>12th</b>	42	38	140

## Enrollment By Program

During the 2005/06 school year 364 students were enrolled at Grossmont Union High Special Education Program, of which 98% were students with disabilities, 3% were English Learners, and 33% were socioeconomically disadvantaged.

### Safe School Plan

Safety of students and staff is a primary concern of Special Education Program. The school is always in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on 8/06 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held one a year. Students are supervised before and after school by classified staff/principal and classified staff/principal supervise students during lunch. Classified staff helps with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors check-in at office area.

### Discipline & Climate for Learning

Students at Special Education Program are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Special Education Program discipline program is to teach student's appropriate social behaviors. Parents and students are informed of school rules and discipline policies through the Parent handbook, which is sent home with incoming 9th graders and accessible on the district website.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs and programs include dances for SH population.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Inclusive sports program. Special Education Program recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies by their classroom teacher and CAC award certificates.

### Discipline & Climate for Learning

Suspensions & Expulsions						
	Grossmont Union High Special Education Program			Grossmont Union High		
	03-04	04-05	05-06	03-04	04-05	05-06
<b>Suspensions</b>	0	0	0	4,607	4,000	4,230
<b>Suspension Rate</b>	0.000%	0.000%	0.000%	18.840%	18.060%	17.300%
<b>Expulsions</b>	0	0	0	215	160	186
<b>Expulsion Rate</b>	0.000%	0.000%	0.000%	0.880%	0.720%	0.760%

\* District numbers are for entire district.

### School Facilities

Special Education Program was originally constructed in 1945 and is comprised of 150 classrooms, 1 gym, 3 multipurpose room/cafeteria, 0 library, 3 staff lounges, 1 computer lab, and 1 playground. Recent remodeling included ADA compliant bathrooms.

**Cleaning Process:** The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

**Maintenance and Repair:** District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

**Deferred Maintenance Budget:** The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2005/06 school year the district allocated \$2.4 Million for deferred maintenance program.

### School Facilities

School Facility Conditions		
Date of Last Inspection: Unknown		
Overall Summary of School Facility Conditions:		
Interim Evaluation Instrument Guidelines	Facility in Good Repair	Deficiency & Remedial Actions Taken or Planned

Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior/Exterior)	No	
Interior Surfaces (Walls, Floors, and Ceilings)	Yes	
Hazardous Materials (Interior/Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior/Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside/Outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playground/School Grounds	Yes	
Other	Yes	

### Teacher Assignment

Grossmont Union High recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2005/06 school year, the most current data are reported.

#### Teacher Assignment

Teacher Credential Status				
	School			District
	03-04	04-05	05-06	05-06
Fully Credentialed	9	8	10	972
Without Full Credentials	0	3	3	58

#### Teacher Assignment

Teacher Credential Status			
	04-05	05-06	06-07
Working Outside Subject			N/A
Vacant Teacher Positions			
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	7	7	0
Misassignments of Teachers of English Learners	7	7	0
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

### Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

#### Highly Qualified Teachers

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
Grossmont Union High Special Education Program	0	100
Grossmont Union High	88.1	11.9
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	87.0	12.0

### Substitute Teachers

The Grossmont Union High district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Grossmont Union High Special Education Program. Generally, the district does not experience any problems finding qualified substitute teachers.

### Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Vice-Principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated against the California teaching standards.

### At Risk Interventions

Special Education Program provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Intersession courses are offered during vacation periods when necessary. Other intervention programs offered at Special Education Program include: Intensive Summer Reading Program & CAHSEE Prep Classes.

### Counseling & Support Staff

It is the goal of Grossmont Union High Special Education Program to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Grossmont Union High Special Education Program.

### Counseling & Support Staff

### Curriculum Development

All curriculum development in the Grossmont Union High is based on the California State Content Standards and Frameworks. Curriculum is reviewed monthly at subject matter council meetings in order to insure alliance with the state standards, district goals, and the statewide assessment program. The following changes to curriculum have been added during the 2005/06 school year:

Completion of chemistry curriculum guide

Revised First Aid curriculum

Alignment of AP/IB course titles with College Board

English Language Development courses receive English graduation requirement credit

English as a Second Language courses receive elective credit

Addition of the following courses to the Master Course Catalog:

- CAHSEE English Intervention

- Bible as Literature, 2A

- IB Theatre Arts 1st Year, 1-2HL

- IB Theatre Arts 2nd Year, 3-4 HL

- IB Film 1st Year, 1-2

- IB Film 2nd Year, 3-4

- CAHSEE Math Intervention

- AVID Junior Seminar

- IB/CAS International Baccalaureate/Community Action Service

### Instructional Materials

Grossmont Union High School District held a Public Hearing on September 14, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The link below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

### District Expenditures

Grossmont Union High spent an average of \$8,290 to educate each student, based on 2005-06 FY audited financial statements. The

table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

### District Revenue Sources

In addition to general state funding, Special Education Program receives state and federal funding for the following categorical funds and other support programs: PL94-142 (IDEA), Medi-Cal, MAA, TPP & Workability Grants are primary supporting funds.

### Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

### California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts									Social Science			Social Science		
	9			10			11			10			11		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
<b>All Students</b>															
Grossmont Union High Special Education Program	14	15		0	3		6	18		8	3		0	9	
GUHSD	46	48	53	38	37	39	33	34	37	33	30	32	35	33	34
California	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
<b>Males</b>															
Grossmont Union High Special Education Program	11	17	18	0	3	10	5	26	5	10	3	7	0	14	5
GUHSD	40	44	46	31	30	35	29	28	31	36	32	35	35	33	36
California	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
<b>Females</b>															
Grossmont Union High Special Education Program	*	*	*	0	*	*	*	*	31	*	*	*	*	*	31
GUHSD	54	53	60	45	45	44	38	39	45	30	28	28	35	32	34
California	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
<b>Socioeconomically Disadvantaged</b>															
Grossmont Union High Special Education Program	0	*	*	0	0	0	0	*	0	*	0	8	0	*	0
GUHSD	27	31	33	18	19	24	17	16	21	19	16	18	18	16	21
California	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
<b>Caucasian</b>															
Grossmont Union High Special Education Program	18	33	*	0	5	10	13	30	26	13	5	*	0	16	28
GUHSD	55	57	62	45	45	48	39	39	45	38	36	38	40	37	41
California	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48
<b>Students with Disabilities</b>															
Grossmont Union High Special Education Program	14	16	*	0	4	5	7	19	4	8	3	7	0	10	4
GUHSD	8	9	14	5	5	8	4	7	6	9	8	9	6	7	8
California	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

### CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Therefore, no students in Special Education Programs participated in the California Achievement Test.

### CAT-6

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Physical Fitness

In the spring of each year, schools are required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Physical Fitness			
Percentage of Students in Healthy Fitness Zone			
Test Results			
	5th Grade	7th Grade	9th Grade
<b>Grossmont Union High Special Education Program</b>			
School Overall	0.0%	0.0%	*
School (Boys)	0.0%	0.0%	*
School (Girls)	0.0%	0.0%	*
<b>Grossmont Union High</b>			
GUHSD Overall	0.0%	0.0%	11.9%
GUHSD (Boys)	0.0%	0.0%	12.8%
GUHSD (Girls)	0.0%	0.0%	10.9%
<b>California</b>			
State Overall	25.6%	29.6%	27.4%
State (Boys)	23.3%	27.6%	28.3%
State (Girls)	28.0%	31.7%	26.4%

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Academic Performance Index							
API School Results							
All Students	Base			Growth			
	02-03	03-04	04-05	API Growth Score	03-04	04-05	05-06
API Score			451	API Growth Score		451	501
Growth Target			17	Actual Growth		B	50
Statewide Rank			C	Eligible for Awards			
Similar Schools Rank			C	Eligible for II/USP		C	C
Subgroups							
<b>Caucasian</b>							
Base API Score			493	API Growth Score		493	530
Growth Target			14	Actual Growth			37
<b>A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.</b>							
<b>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</b>							

## California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. NCLB

requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state’s standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state’s standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation.

Results of school and district performance are displayed in the chart.

Adequate Yearly Progress				
Adequate Yearly Progress (AYP)				
	School		District	
<b>Made AYP Overall</b>	No		No	
<b>Met AYP Criteria</b>	<b>English - Language Arts</b>	<b>Mathematics</b>	<b>English - Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	No	No	No	No
<b>Percent Proficient</b>	Yes	Yes	No	No
<b>API School Results</b>	Yes		Yes	
<b>Graduation Rate</b>	Yes		Yes	

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Program					
Federal Intervention Programs					
	Program Improvement (PI) Status	First Year in PI	Year in PI	# of Schools Currently in PI	% of Schools Identified for PI
<b>Grossmont Union High Special Education Program</b>				-	-
<b>Grossmont Union High</b>	-	-	-	1	3.85

### Dropout & Graduation Rates

Special Education Program believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: SART and SARB and on-going IEP meetings.

Dropout & Graduation Rates			
Graduation & Dropout Rates			
	02-03	03-04	04-05
<b>Dropout Rate</b>	9.65%	0.33%	1.81%
<b>Graduation Rate</b>	19.6%	26.2%	36.2%

### CAHSEE

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

CAHSEE			
Completion of High School Graduation Requirements			
	School	District	State

### Career Technical Education (CTE) Programs

Special Education Program career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Special Education Program have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisor/Guidance Counselors offer additional support through various programs, including

### Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Participation	
Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the schools pupils participate in CTE?	17
What percent of the schools pupils complete a CTE program and earn a high school diploma?	0.0
What percent of the schools CTE courses are sequenced or articulated between the school and institutions of post secondary education?	5.9

### UC/CSU Course Completion

Students at Grossmont Union High Special Education Program are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Completion	
UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
5.0%	0.0%
* Duplicated Count (one student can be enrolled in several courses).	

### SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. Special Education Program does not offer a college admission test preparation course. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE web site offered via comprehensive high school.

SAT-1					
SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
Grossmont Union High Special Education Program					
05-06					
05-06					
05-06					
03-04	42	0.0%	0	0	0
04-05	38	0.0%	0	0	0
Grossmont Union High					
03-04	4,849	35.1%	508	524	0
04-05	4,986	35.5%	514	527	0
05-06	5,395	33.6%	497	511	493
California					
03-04	395,194	35.2%	496	519	0
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496

### Advanced Placement Classes

Grossmont Union High Special Education Program encourages students to continue their education past high school. Grossmont Union High Special Education Program offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2005/06, 0 students participated in taking the exams.

Advanced Placement Classes	
Advanced Placement Classes	
# Classes	Enrollment

### School Leadership

Leadership at Special Education Program is a responsibility shared between district administration, the principal, instructional staff,

students and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past seven years, Director, Marilyn LeResche, assumed leadership duties. Director Marilyn LeResche has 34 years of experience in education with positions as Speech Pathologist, Assistant Director of Special Education and School Principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: Two assistant Directors and two Vice Principals.

### Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 62 days to staff development annually for the past three years. Topics for staff development during the 2005/06 school year included:

- Conflict Management
- Conscious Classroom Management
- Designing Effective Assessments
- Differentiating Instruction for the Teenage Brain
- Equity & Diversity
- Evidence-Based Coaching for Peer Support
- Handling the Paper Load through Improved Student Writing
- Helping English Learners Acquire Academic Literacy
- Improved Secondary Literacy Interventions
- Motivating Reluctant Learners
- Outrageous Teaching
- PLC English Workshops
- PLC Math Workshops
- PLC Social Science Workshops
- PLC Visual & Performing Arts Workshops
- Poverty Workshop
- Powerful Teaching & Learning
- Rewards Training
- Scaffolding Literacy in Honors & AP Classes
- Site Team Lead Training
- Special Ed in the Regular Ed Classroom
- Strategies for Great Teaching
- Strategies to Promote Academic Language in E/LA
- Using Data & Common Sense to Raise CST Scores in History
- Using Data to Improve Instructional Practice
- Working With Challenging Students

### Instructional Time (includes Minimum days)

For the 2005/06, Special Education Program offered 180 days of instruction, comprised of 180 regular days. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

#### Instructional Time (includes Minimum days)

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	64,800