

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
one.Program Court Schools	39-10397-3930195	November 28, 2018	January 16, 2019

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The school consulted with stakeholders at the school site council meetings and the district English Learner advisory committee meetings. There are five meetings scheduled throughout 2018-19: 9/12/18, 11/28/18, 1/9/19, 3/20/19, and 5/15/19. They are held afterschool and at various school sites throughout the county to increase stakeholder attendance. Monitoring and progress of the goals, actions, tasks, and the budget are reviewed and discussed at each meeting. Stakeholder input is always encouraged.

## Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school’s goals. Duplicate the table as needed.

### Goal 1

By June 2019, John F. Cruikshank, Jr Juvenile Court/Camp program will have a monthly average attendance of 98% or higher, and one.Biddick school will have an average of 85%.

### Basis for this Goal

Improving attendance and decreasing truancy continues to be a schoolwide goal for court schools. We will continue to increase efforts to improve the social-emotional, mental and physical health services provided to students in order to improve attendance and student learner outcomes. The goal remains the same as attendance goals for 2017-2018 were not met by 1%.

## Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Average daily attendance at one.Biddick.	58%	85%
Daily average attendance of court schools	97%	98%
Program-wide implementation of PBIS (Tier 1)	n/a – data not collected	100% will score at 20 or above on TFI form

## PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

1. The court schools will continue to increase truancy prevention strategies by the Truancy Task Force. The Task force will identify students not meeting a minimum of 98% attendance for daily sites and 85% attendance at Biddick.

- a. Continue to implement the Attendance Blast
- b. Maintain school counselor (1 funded at 30%)
- c. Maintain foster and homeless youth school administrator (1 funded at 10%)
- d. Maintain Truancy Intervention administrator (1 funded at 75%)
- e. Truancy Intervention specialist (1 funded at 75%)
- f. Maintain school nurse (1 funded at 10%)

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$ 245,258.00
Source(s)	Title 1, Part D
Budget Reference(s)	Salaries and Benefits

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

2. Continue program-wide implementation of PBIS/restorative practice/trauma-informed care
  - a. Research alternative means of discipline
  - b. Training of Trainer professional learning for restorative practice to provide in-house training

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6,592.00
Source(s)	Title 1, Part D
Budget Reference(s)	Contract Services

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

3. Assist in students transitions from court to community schools
  - a. Maintain transition specialists (1 funded at 100%)
  - b. Maintain data support specialist (1 funded at 50%)
  - c. Maintain campus safety technicians (2 funded at 100%)
  - d. Maintain classified staff (1 funded at 10%)
  - e. Maintain health technicians (2 funded at 10%)
  - f. Resources, supplies, & materials

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$403,087.00
Source(s)	Title 1, Part D

Amount(s)	\$403,087.00
Budget Reference(s)	Salaries and Benefits

## Goal 2

By June 2019, there will be a 5% increase of the number of students who improve by one-grade level or more in reading and math, as measured by the pre and post Edmentum online assessments.

### Basis for this Goal

By June 2019, the school will continue to implement WRITE, a school-wide writing and literacy intervention program to address the reading comprehension needs of students as indicated by Edmentum Assessments to improve academic rigor and consistency across programs. The 2017-18 Accucess data shows that more than 5% of students increased by at least one grade level in reading and in math, however students continue to perform below grade level on all assessments. The average reading level is 6<sup>th</sup>-grade and the average math performance is at a 5<sup>th</sup>-grade level as reported by Accucess assessment data. Exact Path is the K-6 online Edmentum assessment, and was purchased in 2018. There is no baseline for Exact Path.

The 2017-18 CAASPP scores report that 5.33% of students met standards in ELA and 0.27% of students met standards in math.

### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reading Accucess scores	436	
Math Accucess scores	493	

## PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Continue WRITE approach implementation (year 2)

a. Supplies and materials (spiral notebooks, posters)

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

\$2,197.00

Source(s)

Title 1, Part D

Budget Reference(s)

Material and Supplies

Strategy/Activity

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2. Ensure that all students have access to updated curriculum that is aligned to CCSS and NGSS.

a. Continue to use Edmentum Plato courseware, and Accucess Assessments

b. Purchase novels and supplemental materials for classroom libraries

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

\$11,118.00

Source(s)

Title 1, Part D

Budget Reference(s)

Other Expenditures and Contract Services

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

##### 3. Increase CTE opportunities for students

- a. Hire CTE teacher for Cruikshank Juvenile Hall/Camp
- b. Purchase curriculum & mobile learning lab materials
- c. Supplies & materials

#### Proposed Expenditures for this Strategy/Activity

Amount(s)

\$33,488.00

Source(s)

Title 1, Part D

Budget Reference(s)

Salaries, Benefits and Materials

### Goal 3

Promote a positive school culture by increasing the parent/family engagement opportunities at school sites.

#### Basis for this Goal

Consistent parent involvement and engagement has continued to be a challenge. Reasons for the challenge include a highly transient student population. At the end of 2017-18, 40% of parents participated in parent teacher conferences, a decrease of 20% from 2016-17. Efforts will continue towards parent participation and engagement.

#### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of events	Undetermined – number of events have not been monitored (Awards night, graduation, showcases, back-to-school night)	
Parent/guardian attendance at school-related events	n/a – Attendance was not monitored in previous years	
Parent/teacher conference attendance via telephone	51%	
Student attendance on Quests	n/a	

## STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

1. Develop a parent and family events calendar and invite community/business partners to speak to students and families
  - a. Identify guest speakers.
  - b. Schedule community and business partners
  - c. Promotional materials & supplies

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,748.00
Source(s)	Title 1, Part D
Budget Reference(s)	Material, Supplies and Contract Services

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

2. Continue to support program-wide PBIS, Restorative Practice & Trauma Informed Care implementation

- a. Provide PBIS/Restorative Practice/ Trauma Informed Care professional learning opportunities and trainings
- b. Continue partnership with PBIS consultants from SJCOE SELPA
- c. Continue to partner with restorative practice trainers and coaches
- d. Establish partnership with trauma informed care consultant
- e. Conference, training, and travel expenses
- f. TOT training and professional learning (see Goal #1, activity 3)

### Proposed Expenditures for this Strategy/Activity

Amount(s)

\$6,592.00

Source(s)

Title 1, Part D

Budget Reference(s)

Salaries, Benefits, Travel and Other Expenditures

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

3. Develop a parent and community outreach program

- a. Organize parent/guardian events at various school sites
- b. Identify community and business agencies available to share resource with families

- c. Promotional materials for events
- d. Supplies and materials for SSC, DELAC, back to school night, graduation, and other events

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$ 1,648.00
Source(s)	Title 1, Part D
Budget Reference(s)	Material and Supplies

**Annual Review and Update**

**SPSA Year Reviewed: 2017–18**

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

**Goal 1**

By June 2018, John F. Cruikshank, Jr. Juvenile Court/Camp program will have a monthly attendance of 98% or higher, and one.Biddick school site attendance will have an average of 85% or higher.

**ANNUAL MEASUREABLE OUTCOMES**

Metric/Indicator	Expected Outcomes	Actual Outcomes
One.Cruikshank attendance percentage	98%	96%
One.Camp attendance percentage	98%	99%
One.Biddick school site attendance percentage	85%	59%

**STRATEGIES/ACTIVITIES**

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

**Strategy/Activity**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
1. Identify students not meeting a minimum of 85% attendance. (Aug. 2017-June 2018)	Continued to implement the Attendance Blast: Printing costs (attendance blast posters, student certificates) incentive T-shirts upon release. Maintained court school teachers (7 teachers	Title I, Part D: \$197,979	\$256,580.27

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	funded at 30%). Maintained neglected/delinquent community teacher (funded at 30%).Maintained school counselor (funded at 30%). Maintained court school administrator (funded at 10%).		
2. Program-wide implementation of PBIS/restorative practices/trauma- informed care (Aug. 2017-June 2018)	Researched alternative methods of discipline. Various opportunities for PBIS/restorative practices/trauma-informed care conferences and travel were provided. Consultants for PBIS were utilized to support implementation. Opportunities for Restorative Practice training were made available on 5 occasions. A consultant provided training in trauma-informed care for teachers.	Title I, Part D: \$24,000	\$11,654.88
3. Assist in student transitions from court schools to community schools	<p>1.Maintain school nurse (1 at 20%)</p> <p>2. Hire transition specialists (2 at 100%)</p> <p>3. Maintain health technicians (2 at 10%)</p>	Title 1, Part D: \$179,388	\$159,347.81

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

## ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Students not meeting the 85% attendance goal were tracked through the truancy intervention process led by the Truancy Task Force which includes an administrator, transition specialists, and staff dedicated to serving our foster and homeless youth population. Truancy Task Force meetings were held monthly. School district officials, District Attorney's Office, Campus Security Technicians, teachers, counselors, administrators, and representatives from partnered community agencies attended the meetings.

Attendance Blasts were held monthly. These blasts recognized teachers, students, and school sites that met the 85% attendance goal. The Attendance Leadership Committee met in March to review data and make recommendations. Truancy Task Force staff attended professional learning conferences that focused on improving attendance and decreasing truancy. The truancy intervention specialist and student services staff monitored student attendance daily. Transition specialists supported students who were transitioning between the court and community schools.

Three school sites (Frontier) with a total of five teachers were maintained. These school sites provided specialized support for truant students. Teachers at these school sites participated in professional learning that focused on issues related to truancy, such as prevention of drug use and sex trafficking. Teachers also conducted home visits, as needed, of truant students and participated in the truancy sweeps.

Upon enrollment all students were assessed by school nurses based on referrals and needs. Referrals to the one STOP mental health clinicians were made accordingly. All school sites were assigned a specific health clinician to attend to referrals and needs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All actions and services were deemed effective. The court school attendance rate met benchmark goals 98% on average, although Biddick did not meet the benchmark of 85%. The overall number of high school graduates increased from 164 students in the 16/17 school year, to 201 graduates in the 17/18 school year. The 17/18 parent survey shows that 94.38% of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," and 94.4% of parents strongly agree, agree, or are neutral with the following statement, "My child's school communicates necessary information." Results from the 17/18 parent survey show a 1.65% increase of parents feeling that the school is a safe place; 95.42% of parents strongly agree, agree, or are neutral with the following statement, "My child's school is a safe place to learn."

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

SJCOE has defined "material difference" for an action/service under or over twenty percent between the budgeted and actual expense. We have identified the following material differences:

Transition specialists were hired until June of 2018 which accounts for the material difference in Goal 1, activity 3.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on stakeholder feedback in school site council, district English learner committee, LCAP meetings and stakeholder surveys, changes will be made to this goal for the 18-19 school year. Additional mental health support remains a need for the program. one.STOP Mental Health staff will be expanded and will collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons. Targeted attendance data specific to Foster Youth, Low Income, English learners, including reclassified English learners will be disseminated and reviewed by stakeholder groups throughout the year. The Attendance Leadership Committee will be revisited to meet more often to track and analyze the attendance data. Campus Security Technicians will be expanded by 1.0 FTE to assist with site safety at daily attendance sites to improve site safety. An additional truancy intervention specialist 1.0 FTE will be added to help assist with targeted truancy intervention. Transition specialists was expanded to 2.0 FTE to support students transition back into the community.

## Goal 2

By June 2018, the number of 7-12 grade students who improve by one grade-level or more, will increase in reading, from 35% to 40%, and in mathematics, from 36% to 41%, as measured by the pre- and post- Edmentum Accucess online assessments.

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of students who increased by one-grade level in reading between fall and spring as measured by the Accucess assessment	40%	44%
Percentage of students who increased by one-grade level in math between fall and spring as measured by the Accucess assessment	41%	50%

### STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

### Strategy/Activity

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>1.Emphasize reading and writing across the curriculum by beginning the implementation of the WRITE approach (Sept. 2017-June 2018)</p>	<p>Nearly all teachers were trained in three writing genres by June 2018. Additional teachers and administrators attended the WRITE institute. Additional make-up WRITE trainings were held for teachers. PWA was used as a pre-post assessment for WRITE implementation success. Three-year WRITE implementation plan was created. Promethean boards were purchased for most school sites.</p>	<p>Title 1, Part D: \$10,000</p>	<p>\$149,170.49</p>
<p>2.Increase teacher knowledge of the standards and frameworks of ELA/ELD, mathematics, social sciences, and Next Generation Science Standards (Aug. 2017-June 2018)</p>	<p>All teachers received training in the ELA/ELD framework. An SJCOE language and literacy coach was hired to help assist teachers with one-to-one support in the classroom. A math training by the HMH publisher was offered to teachers, however attendance was not recorded. Teachers were invited and eight attended a workshop on the history/social science framework. Training around NGSS was not offered.</p>	<p>Title 1, Part D</p>	<p>\$1,002.60</p>
<p>3.Increase student knowledge in ELA and mathematics</p>	<p>Continued to assign Accucess prescription modules to students as a remediation tool to help improve student achievement in reading and math. Extended sessions were offered during fall, winter, spring, and summer breaks. Exact Path was purchased to replace MAP testing for elementary students. Exact Path offers remedial modules in reading and math.</p>	<p>Title I, Part D: \$106,425</p>	<p>\$105,192.83</p>

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
4.Improve teacher and administrator knowledge of PLATO courseware and Accucess assessments through Edmentum	Continued our contract with Edmentum for Accucess and Plato. Purchased Exact Path for elementary students. Training was offered at the start of the school year. Expert teacher was assigned. New teacher academies included Plato and Accucess assessments on the agenda. Hired 9 New Teacher mentors	Title I, Part D: \$6,980	\$8,130.83
5. Increase CTE opportunities for students	CTE expenses	Title I, Part D: \$60,000	\$4,601.96
6.Increase A-G opportunities for students	No courses were submitted to College Board for A-G approval.	\$0	\$0

## ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All actions and services were successfully implemented with the exception of increasing the A-G opportunities for students. Reading and math continued to be the primary focus of improvement. This was evident in the professional learning that teachers and administrators attended. The WRITE curriculum was adopted and successfully implemented program-wide to support literacy in all content areas during 17/18 and utilization of this approach will continue in the coming years. The WRITE curriculum is ELA and ELD standards-aligned and emphasizes reading and writing across all content areas. The focus during the first year of implementation was a consistent vocabulary strategy program-wide. The implementation of the WRITE approach was monitored monthly by both teachers and administrators. Informal classroom observation centered around the use of WRITE strategies in the classroom and professional development.

Support for EL students was embedded in all of the content-areas and the 3-day WRITE Institute professional learning. Teachers attended the 3-day ELD Institute that focused on the ELD standards and framework and how to incorporate them into daily lessons for EL students. Teachers attended a history/social science framework rollout to prepare for the new history/social science curriculum adoption. Professional learning in math was provided by the textbook-adopted publisher, HMH.

The one.Program Teacher Toolbox was developed and maintained by the Curriculum and Assessment Director and the Data Support Specialist. This local website shares curriculum, assessment, professional learning, student support services, mental health services, and other resources that teachers can access at any time.

Administrators attended monthly Leadership Academy sessions facilitated by SJCOE Education Services beginning in November. Activities during the Leadership Academy sessions included work around a common leadership framework (5 Dimensions of Teaching and Learning) and allowed administrators to work together to develop common language and practices related to classroom observation.

During the 17/18 school year, the curriculum writing team worked to develop the high school ELA scope and sequences, including alignment to ELD standards for all high school levels. New ELA/ELD curriculum, SpringBoard, was adopted in April 2018 and includes support for EL students in the integrated and designated ELD courses. Standards-aligned English curriculum, Benchmark Advance, was adopted and implemented in grades K-6 in 17/18. History/Social Science adoption is scheduled for 18/19, and NGSS textbook adoption is scheduled for 19/20. The Integrated Math textbook was adopted in 16/17 and implementation continued in 17/18. All students have access to standards-based instructional materials and curriculum through the use of textbooks and/or Plato, an online learning platform. Teachers also have access to the Digital Library playlists and connections available by the CDE. Lessons and materials in the Digital Library are standards-aligned and provide differentiated instruction for students.

During the 17/18 school year the program the program began using Accucess. Accucess is a diagnostic reading and math assessment that students take at least three times a year. After the assessment, students are assigned learning modules based on their individual Accucess results to help fill learning gaps in both reading and math.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All actions and services were deemed affective with the exception of increasing A-G opportunities for students. During the 17/18 school year, 100% of students had access to standards-aligned materials at Community schools.

Community school teachers continued training in Common Core State Standards, as well as the English language development standards. All teachers attended five Collaboration and Planning (CAP) meetings which focused on the implementation of the WRITE approach, that aligns with the CCSS standards. Teacher attendance of CAP meetings is verified by attendance logs. In the beginning of the 17/18 school year, the one.Teacher Toolbox was created. The toolbox is a website that includes resources and support for teachers in CCSS-aligned teaching and learning, including curriculum, EL students, assessments, parent engagement, classroom technology, and classroom management.

Student reading and math scores improved as measured by the Accucess diagnostic assessment, however the goal for students who improve by one-grade level to increase by 5% was not met.

Effectiveness of the WRITE approach was measured by a pre and post writing assessment referred to as the PWA (program-wide writing assessment). When comparing fall to spring 17/18, the bulk of PWA scores remain in the 1-2 score range, however we did see an overall improvement in all score

ranges as well as an increase in the number of students who completed the writing assessment. Of the 342 students who took both the pre and post PWA, the majority of students 38.89% saw an increase in their score. 38.01% of students saw no change and 23.1% saw a decrease in score between the pre and post. This data indicates that there is still a need to improve reading and writing across all content areas.

Extended sessions were offered to provide instruction to students during scheduled breaks.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

SJCOE has defined "material difference" for an action/service under or over twenty percent between the budgeted and actual expenditures. We have identified the following material differences:

We purchased more Promethean boards than anticipated for most school sites to support student learner outcomes and increase classroom engagement Goal 2, activity 1.

An FTE CTE teacher was not hired for the court schools which account for the material difference in Goal 2, activity 5

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes were made to this goal to reflect new years of implementation of the WRITE curriculum and other CCSS-aligned curriculum. An increase in CAP meetings (5-10) were added to provide additional professional learning opportunities for teachers in math, STEM, ELA/ELD and instructional strategies. The WRITE implementation for year 2 consists of a WRITE coaching model that consists of teachers receiving side-by-side support by ELA/ELD instructional coach. Region meetings will include teacher sharing of WRITE and PBIS implementation in the classroom to help create a collaborative environment among teaching staff and administrators.

Based on stakeholder feedback and our analysis of career technical education offerings program-wide the development of a career technical education (CTE) plan was added which includes the plan to hire instructors to ensure broader access to meaningful CTE course offerings and pathways.

## Goal 3

By June 2018, parent engagement will increase by 10% as measured by quarterly parent/teacher conferences via telephone

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent teacher conference attendance	85%	40%

### STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

**Strategy/Activity**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
1.Develop a guest speaker schedule, inviting community members and businesses to come speak to students and/or families	A guest speaker schedule was not created. However, many guests came to speak to students during the school day. These occurrences were not tracked.	Title 1, Part D: \$2,000	\$2,497.72
2.Organize a resource fair for families	A resource fair for families was not created.	Title 1, Part D: \$3,000	\$0
3.Develop parent/community outreach programs and resources	Parent attendance was monitored at SSC/DELAC meetings. Some Back to School nights were held at sites. Magnet school calendars with event dates were purchased. Supplies were purchased for SSC/DELAC meetings. Student enrollment fairs were held during the summer and the beginning weeks of school.	Title I, Part D: \$47,800	\$874.20
4.Research alternative methods to communicate student progress to parents and families.	Parent portal features were researched however many parents cannot access the portal due to constraints within the SIS. This was not resolved. Methods for teachers to communicate home were shared with teachers via Teacher Toolbox, however a survey was not conducted to track the applications or frequent use.	\$0	\$0
5.Maintain the downward trend of suspension rates	By June 2018 suspension numbers increased from 645 to 721. Enrollment also increased. Suspension rate has not been calculated yet. Alternative methods to suspension were researched and three school	Title I, Part D: \$5,000	\$6,724.64

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	sites piloted Tier 1 PBIS. Administrators, counselors, and teachers received training in Restorative Practices by an RP consultant. An education specialist and a coordinator from SJCOE SELPA were contracted to be PBIS coaches for the sites piloting Tier 1.		
6.Continue to grow and improve student quests and activities.	Eleven quests were offered to students. No changes were made to the Quests and activities offered.	Title I, Part D: \$2,500	\$2,497.73

## ANALYSIS

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

During the 2017-18 school year, many of the actions and services from Goal 3 were successfully implemented. We plan to increase supports for parent engagement in the 18-19 school year. A guest speaker schedule was not developed and a resource fair was not held, as well as increasing the efforts related to parent engagement.

During enrollment parents were provided school calendar magnets, parent engagement magnets, and truancy door hangers to help keep parents informed of upcoming events and School Site Council and the District English Learner Advisory Committee (SSC/DELAC) meetings. SSC/DELAC meeting agendas were posted for public view on the website. Community partners were provided SSC/DELAC meeting dates. Flyers were also posted at school sites to invite community agencies and support providers to the meetings. Parent participation at SSC/DELAC meets required membership ratios. A total of 5 meetings were held. Average parent participation was 7 parents. Notices of meetings are posted within appropriate timelines and invitations are sent via telephone calls to all parents and caregivers.

Alternative methods to communicate to parents were researched. Teachers use various apps such as Remind, to communicate home to parents, however one consistent method was not identified.

The number of suspensions showed an increase from 645 in 16/17 to 721 in 17/18, however there also was an increase in enrollment. Another area of focus was the continued implementation of Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices. PBIS and Restorative Practices are evidence-based methods that help build positive relationships, improve student behavior, and decrease student suspension rates. Students were evaluated by our student services staff and School Nurse at the time of enrollment and directed to appropriate community and

school resources. Ongoing evaluation was conducted by our site administrators, counselors, teachers, and support staff to ensure students and families were provided necessary supports. Probation 654 staff supported high-risk students with ongoing case management and home visits in collaboration with school administrators, teachers, and staff.

Intervention sites (Insight) with six teachers and one counselor were maintained to help provide targeted mental, emotional, and physical support to students. Community School administrators and staff collaborated regularly with Child Abuse Prevention Council to ensure mental health counseling was provided at our truancy school sites (Frontier).

A total of seven quests were offered during the 2017-18 school year. The quests included the Honor Quest, innerDiscovery, San Francisco Opera Trip, Fun Run, Monterey Bay Aquarium, Hike Quest, and the Concept of one. In addition, seniors took part in Senior Week at SJCOE September 25-28, students took part in the TRU Hope Summit at the Stockton Sports Arena October 19, and 2018 Grad Night took place on June 1 at Six Flags Discovery Kingdom. A Prom Committee was formed and led by students from a variety of school sites. Prom was held April 27. Community School administrators and our SJCOE Foster Youth Services Director coordinated with social workers and education rights holders and ensured all Foster Youth received access to Quests throughout the 2017-18 school year. Senior Week involved a series of activities related to collaboration, communication, and preparation for the next steps beyond high school. The one.Leadership Symposium included a viewing of the documentary "Listen." This was followed by a student led town hall forum with the producer of the film. Our counselors organized the event. In addition, the Concept of one. Quest took place on April 13. Students and teachers spent the day competing in various team building activities, challenges, and events. The Concept of one. Resource Binder was developed during the 2016-17 school year and contains a wide variety of community building activities for teachers and students.

All sites hosted a Back to School Night and/or Open House. The 17/18 parent survey shows that 94.38% of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," and 94.4% of parents strongly agree, agree, or are neutral with the following statement, "My child's school communicates necessary information." Student mental health needs were reviewed at the time of enrollment and mental health clinicians were assigned, as needed. Staff from the Child Abuse Prevention Council provided mental health services at the Frontier sites. Administration worked with Probation and San Joaquin Behavioral Health Services to ensure court school students were receiving necessary support. Additional support was provided by our Truancy Intervention Specialist.

Formal Parent Cafes did not occur; however, Court and Community School administrators and staff collaborated regularly with CAPC to ensure mental health counseling was provided at our Frontier 1 and 2 locations.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

With the exception of a guest speaker schedule and the development of a resource fair, all the actions and services for Goal 3 were deemed effective. The 17/18 parent survey shows that 94.38% of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," and 94.4% of parents strongly agree,

agree, or are neutral with the following statement, "My child's school communicates necessary information." One hundred of parents, guardians, and education rights holders are invited to IEPs and 504 meetings. Data related to students with IEPs is maintained in the Special Education Information System (SEIS). Community partners were provided a survey in the spring of 2018.

The results of the community partner survey indicated the following results to the question "Based on your experience and interaction, please describe your opinion about the level of service the SJCOE one. Program provides for the following student groups:"

English learners: 90.90% rated the level of service as good, very good, or excellent.

Foster youth: 90% rated the level of service as good, very good, or excellent.

Low income: 81.81% rated the level of service as good, very good, or excellent.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

SJCOE has defined "material difference" for an action/service under or over twenty percent between the budgeted and actual expense. We have identified the following material differences. We have identified the following material differences:

Funding from another source account for the material difference between the proposed expenditures and estimated actual expenditures in Goal 3, activity 3.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Increased supports for parent engagement will occur for the 18-19 school year. Two parent engagement specialists will be hired and will develop a parent engagement plan under the direction of the curriculum and assessment director. This plan will increase positive culture and parent participation in school-related activities and events. An MTSS coordinator will also be added to help continue to support the PBIS and Restorative Practice implementation plans for the program.

# Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

### DESCRIPTION

### AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$712,728.000

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$712,728.00

## Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title 1, Part D; Allocation	\$712,728.00

Subtotal of consolidated federal funds for this school: \$712,728.00

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of consolidated state or local funds for this school: \$ 0

Total of consolidated (federal, state, and/or local) funds for this school: \$712,728.00

# Addendum

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The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

## **Instructions: Linked Table of Contents**

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

## **Goals, Strategies, & Proposed Expenditures**

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### **Goal**

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

### **Basis for this Goal**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

### **Expected Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

### **Planned Strategies/Activities**

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

## **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

## **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

# Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

## Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

# **Appendix B: Select State and Federal Programs**

## **Federal Programs**

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

## **State or Local Programs**

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program