



**SAN MATEO
COUNTY
OFFICE OF
EDUCATION**

Excellence and Equity in Education

Nancy Magee
County Superintendent of Schools

**Court and Community Schools
Schoolwide Action Plan**
Single Plan for Student Achievement

2018-2019

*Approved by School Site Council on February 27, 2019
Approved by the San Mateo County Board of Education on TBD*

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**San Mateo County Office of Education
Court and Community Schools**

Court Schools

Sibane' Parcels, Principal	(650) 312-5323	sparcels@smcoe.org
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Camp Glenwood 400 Log Cabin Ranch Road, La Honda, CA 94020	41-10413-0113266
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Hillcrest School at the Youth Services Center 10 Loop Road, San Mateo, CA 94402	41-10413-4130076
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Margaret J. Kemp School 400 Paul Scannell, San Mateo, CA 94402	41-10413-0128652
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Community Schools

Sibane' Parcels, Principal	(650) 312-5323	sparcels@smcoe.org
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Canyon Oaks School 400 Edmonds Road, Redwood City, CA 94062	41-10413-0117143
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Gateway Community School 35 Tower Road, San Mateo, CA 94402	41-10413-0113332
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**Goal #1
Planned Improvements in Student Performance**

LEA GOAL:

The percentage of students who score at the performance level of “standard exceeded,” and “standard met,” on the Smarter Balanced Assessment Consortium (SBAC) in English Language Arts (ELA) and mathematics will increase 1% each year for the next three years. The percentage of students who score at the performance level of “standard nearly met” will increase by 3% each year for the next three years.

SCHOOL GOAL:

Student achievement will increase by one grade level per year in English Language Arts as measured by Measures of Academic Progress (MAP) assessment results. Student achievement will increase by one grade level per year in mathematics as measured by MAP assessment results.

<p>What data did you use to form this goal? California Assessment of Student Performance and Progress (CAASPP) Test data – Spring 2018 MAP data – 2017-2018 Transcript evaluation (capturing if they are achieving academically)</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • Staff continues to further define the elements of a high quality instructional program and to apply effective strategies for continuous improvement. <p>Teachers will continue to refine strategies to collect and use data to inform instruction and to collaborate with peers in content or project - specific teams.</p>	<p>How will the school evaluate the progress of this goal? CAASPP data MAP data Teachers will discuss in content or project – specific teams and use Google Docs for observational, planning and data collection.</p>
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STRATEGY:

During the 2018-19 school year, the instructional staff will participate in structured meetings organized by Content Areas or other specific roles. Special Project roles include continuing Co-Teaching level one, ELD and Transition Supports Initiative. Conducting professional development and planning within these structured groups allow the teachers and para-educators to strengthen common practices and better utilize data to inform instruction and measure student progress.

Action/Date	Person(s) Responsible	Task/Approximate Start Date	Cost and Funding Source	Action/Date
1.1 Program-wide: Identify academic growth outcomes for students and use the data to inform instruction	Student Services Division (SSD) Administrator, Principal and Assistant Principal, and relevant County Office of Education Instructional Services Division Coordinators	Support MAP testing protocols within the Orientation Class at Hillcrest as well as in English Language Arts (ELA) and mathematics classes at each site throughout the program	LCAP Goal 1.9. (1.18. -Bridge to College/Credit Recovery Teacher) \$131,910 Title I, \$27,744 Supplemental and Concentration; (1.17. -Academic Counselor) \$147,439 Title I; (1.19. – Assistant Principal) \$184,173 Supplemental and Concentration	August 2018
	SSD Administrator, Principal and Assistant Principal	Provide training for English Language Arts and mathematics teachers in analysis and application of student MAP data to inform instruction and transition goals.	LCAP Goal 1.9. (1.18. -Bridge to College/Credit Recovery Teacher) \$131,910 Title I, \$27,744 Supplemental and Concentration; (1.17. -Academic Counselor) \$147,439 Title I; (1.19. – Assistant Principal) \$184,173 Supplemental and Concentration	September 2018
	Academic Counselor and Bridge to College Teacher	Analyze content and delivery of credit recovery and develop a systematic approach across all sites	LCAP Goal 1.4. \$9,400, LCFF	August 2018
	Academic Counselor, Assistant Principal Teachers, Consultant	Complete course descriptions in preparation for application for A-G approval	LCAP Goal 1.6. (1.17. -Academic Counselor) \$147,439 Title I	May 2019

Action/Date	Person(s) Responsible	Task/Approximate Start Date	Cost and Funding Source	Action/Date
1.2 English Language Arts: Deepen implementation of Common Core Standards through improved instructional practice.	Assistant Principal, English and Social Studies Teachers	Continue to integrate Character Based Literacy in English Language Arts and Social Studies at all sites	LCAP Goal 1.2.a. \$4,500, LCFF 1.2.b. \$3,000, LCFF	August 2018
1.3 Improve instructional practices that support student engagement and academic achievement	Principal, Teachers	Provide ongoing staff training and implement the Organized Binder across all programs as appropriate	LCAP Goal 1.2.e. (1.2.d. -\$30,500 LCFF)	October 2018
	SSD Administrators, Principal, Academic Counselor, Teachers	Engage staff and collaborate with learning partners, including Probation and Behavioral Health and Recovery Services (BHRS) to identify and implement best practices for student engagement and positive school climate, including Restorative Justice practices and PBIS	LCAP Goal 2.2.c. \$12,000, Supplemental and Concentration	August 2018
1.4 Continue to ensure students are taught by Highly Qualified Teachers	SSD Administrators, Principal Teachers	Utilize the Verification Process for Special Settings (VPSS) or High Objective Uniform State Standard of Evaluation (HOUSSE) process to attain Highly Qualified status for teachers	LCAP Goal 1.1. \$6,647, Title II	August 2018

**Goal #2
Planned Improvements in Student Performance**

<p>LEA GOAL: Students who are newcomers in the country and have not been tested for English Learner (EL) status will take the Initial English Language Proficiency Assessments for California (ELPAC) to gain early identification. Language Proficiency Assessments for California (ELPAC) in the summative format will continue in spring of 2019.</p> <p>SCHOOL GOAL: Students who are English Learners will gain one level of proficiency per year as measured by the ELPAC.</p>
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<p>What data did you use to form this goal? Initial ELPAC/Summative ELPAC levels CAASPP data – Spring 2018 MAP data – 2017-2018 Course grades</p>	<p>What were the findings from the analysis of this data? Students who are English Learners lack proficiency in literacy skills.</p> <p>With continued focus on improved instructional practices for English Learners and intentional program-wide implementation of support strategies for these students, students who are English Learners will realize improved outcomes.</p>	<p>How will the school evaluate the progress of this goal? Initial ELPAC/Summative ELPAC levels Number of students who are Reclassified Fluent English Proficient (RFEP) MAP data Course grades</p>
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<p>STRATEGY: During 2018-19 school year, staff will implement coordinated strategies in literacy and English Language Arts/English Language Development (ELA/ELD) standards across all content areas.</p>
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Action/Date	Person(s) Responsible	Task/Approximate Start Date	Cost and Funding Source	Action/Date
2.1 <i>Provide strategic support and intervention to improve achievement for all students, especially English Learners</i>	SSD Administrators, SMCOE English Learner Development (ELD) Coordinator, Principal, Assistant Principal, Team of Teachers	Reconvene a committee of practitioners to continue to update and revise Master Plan for English Learners in preparation for County Board approval	LCAP Goal 1.3.a. \$50,000, Supplemental and Concentration	September 2018
	SSD Administrators, Principal, Assistant Principal SMCOE English Learner Coordinator, Teachers	Provide ongoing and targeted Professional Development focused on the CA Common Core State Standards and English Language Development strategies based on the ELA/ELD Frameworks.	LCAP Goal 1.3.a. \$50,000, Supplemental and Concentration	August 2018
	SMCOE English Language Development Coordinator, Teachers	Implement differentiated ELA/ELD instructional strategies across content areas based on Initial ELPAC/Summative ELPAC data	LCAP Goal 1.13.b. \$8,325, LCFF	August 2018
	SSD Administrators, Principal, Assistant Principal	Expand resources for Spanish language materials in the libraries, and through use of Rosetta Stone and Newsela.	LCAP Goal 1.2.e. (1.2.d. -\$30,500 LCFF) LCAP Goal 1.10. \$5,000, Supplemental and Concentration	August 2018

**Goal #3
Planned Improvements in Student Performance**

LEA GOAL:

All students will identify and develop technological as well as college and career ready skills.

SCHOOL GOAL:

Students will engage in California CareerZone and pursue mastery of future ready skills.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAASPP data – Spring 2018 MAP data – 2017-2018 Project Change data Teacher and Academic Counselor input Review of transcripts	<ul style="list-style-type: none"> • In order to be college and career ready our students must be able to develop self-directed learning skills and habits of success • In order to be college and career ready our students must be able to use technology and develop skills to effectively access and organize information for critical thinking and research 	CAASPP data MAP data Teacher observation Student working with Academic Counselor Student Education Plans

STRATEGY:

During 2018-19 school year, teachers and staff will work with students to build their technology, executive function, and other skills. The principal will continue to address technology concerns including updating policies and procedures to align with student and program needs. Success will be measured by the level of increased student access to technology as well as college and career information and planning tools.

Action/Date	Person(s) Responsible	Task	Cost and Funding Source	Action/Date
3.1 Provide ongoing training for staff in effective integration of technology into classroom instruction	SSD Administrators, Principal, Assistant Principal, SMCOE Innovative Learning and Instructional Technology Coordinator, Teachers	Provide training to teachers and students to fully utilize technology that is already present in the classroom (e.g., how to use E-Beam and Google Docs more effectively)	LCAP Goal 1.3. \$1,736,359, LCFF	August 2018
	SSD Administrators, Principal, Assistant Principal, Teachers	Continue to define protocols and policies in collaboration with Probation that guide technology use in the incarcerated setting and support the PLP instructional model	LCAP Goal 1.5.a. \$3,000, LCFF	August 2018
3.2 Manage hardware and software	SSD Administrators, Principal, Assistant Principal, Teachers	Continue to train all school and probation staff in use of LANSchool computer monitoring tool	LCAP Goal 1.5.a. \$3,000, LCFF	August 2018
3.3 Identify ways to utilize technology to increase students' proficiency and comfort level	Principal, Assistant Principal, Teachers, Staff	Continue to pilot the use of technology in different learning environments and then meet together to share out and refine plans	LCAP Goal 1.12.a. \$2,400, LCFF	August 2018
	SSD Administrators, Principal, Assistant Principal	Engage students in the online learning components of piloted materials for math and English Language Arts	LCAP Goal 1.12.a. \$2,400, LCFF	August 2018

**Goal #4
Planned Improvements in Student Performance**

LEA GOAL:

All students and families will be engaged in the educational process while enrolled in the program and during the transition periods into and out of the program.

SCHOOL GOAL:

Parent engagement will increase.
Transition success will increase.
Behavior incidents will decrease.
Incidents of truancy will decrease.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Behavioral data Teacher observation Truancy rates Parental involvement in school events Project Change data	There is inconsistency in the implementation of behavioral interventions and supports across sites. This is due in part to the unique educational settings of the court school environment, but there is also a need to align expectations and supports as much as possible across all sites to improve student engagement and achievement.	Behavioral data Referrals/suspension data Teacher observation Transition success Truancy rates Parental involvement in school events

STRATEGY:

During 2018-19 school year, staff will strengthen positive behavior support and Restorative Justice practices across all sites. Behavior and discipline data will provide one measure of success. Site leaders will also work with partner districts and within the program to minimize the impacts of transition on student learning as measured by credit accrual and transition success rate.

Action/Date	Person(s) Responsible	Task	Cost and Funding Source	Approximate Start Date
4.1 Provide positive behavior support at all sites to ensure a safe and focused learning environment	SSD Administrator, Principal, Assistant Principal, Academic Counselor, Bridge to College Teacher	Conduct student focus groups and use student surveys to gain student-centered perspectives and to help identify effective supports for students		August 2018
	SSD Administrators, Principal, Probation Leaders	Develop opportunities for Probation line staff to participate in planning and training		August 2018
	Principal, Assistant Principal, Teachers	Continue to implement the discipline referral protocol and track behavior incidences in the PROMIS (SIS) system.		August 2018
	SSD Administrators, Principal, Assistant Principal, Restorative Justice expert, and Teachers	Use the services of a Restorative Justice expert to guide and support building a culture of restorative practices across the program	LCAP Goal 2.2.b. \$60,000, Title I	August 2018
4.2 Provide opportunities for parents to be engaged in their child's education	Principal, Assistant Principal, Teachers, Staff	Host at least one parent event at each court and community site		August 2018
	SSD Administrator, Probation, Principal, Academic Counselor, Bridge to College Teacher	Create a checklist of action-items for parents to follow in order to help support parent participation in student transition process		August 2018

Action/Date	Person(s) Responsible	Task	Cost and Funding Source	Approximate Start Date
4.3 Provide Transition Support to ensure student success upon entry and after leaving the program	SSD Administrators, Principal	Continue to staff Court and Community Bridge to College/Credit Recovery Teacher and Academic Counselor	LCAP Goal 1.17. \$147,439, Title I LCAP Goal 1.18. \$131,910, Title I; \$27,744, Supplemental and Concentration	August 2018
	SSD Administrators, Principal, Academic Counselor, Bridge to College Teacher	Continue to expand relationships with Community Colleges and Community Based Organizations to enrich curricular offerings and services inside and outside the school day	LCAP Goal 1.11. (1.18. -Bridge to College/Credit Recovery Teacher) \$131,910 Title I, \$27,744 Supplemental and Concentration	August 2018
	Principals, Assistant Principal, Teachers, Staff	Increase awareness among stakeholders of the WASC plan and process and LCAP goals		August 2018
	SSD Administrators, Principal, Academic Counselor, Bridge to College Teacher	Develop and implement a post-program follow up protocol to improve and track student outcomes	LCAP Goal 1.18. \$131,910 Title I, \$27,744 Supplemental and Concentration	August 2018

Budget

This program operates a Schoolwide Program and consolidates only applicable federal funds as part of operating a Schoolwide Program.

Please Update with 2018-19 Budget figures.

Federal Programs Included in this Plan		Allocation	Consolidated in the SWP
Resource 3010, Title I, Part A: Allocation – Centralized Services Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$18,855.66	<input checked="" type="checkbox"/>
Resource 3025, Title I, Part D: Allocation – Centralized Services Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$122,337.00	<input checked="" type="checkbox"/>
For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)		\$10,355.65	<input checked="" type="checkbox"/>
Resource 4035, Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$3,954.00	<input checked="" type="checkbox"/>
Resource 4203, Title III, Part A: Language Instruction for Limited English Proficient (LEP) Students Purpose: Supplement language instruction to help Limited English Proficient students attain English proficiency and meet academic performance standards		\$7,500.00	Title III funds may not be consolidated as part of a SWP
Total		\$163,002.31	

School Site Council Membership

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jennifer Angers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John Bordagaray	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chad Chiparo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
George Rehmet	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sibané Parcels	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jose Giacoman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Keiko Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alexandra Wolles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathilynn Lehmer	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Mani	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Akary Chamerry (student)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Emely Carrillo (student)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	4	1	3	2

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the San Mateo County Board of Education for approval and assures the board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This Single Plan for Student Achievement is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This Single Plan for Student Achievement was adopted by the School Site Council at a public meeting on 12/14/16.

Attested:

Sibané Parcels

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date