

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Clara County Office of Education Court School	43104394330254	March 23, 2023	June 21, 2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

This plan will support use of federal funds to provide college and career readiness for students in alignment with Santa Clara County Office of Education's Local Control Accountability Plan goals.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Santa Clara County Court Schools will meet Every Student Succeed Act (ESSA) requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the California approved academic standards and California School Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the Local Control Accountability Plan (LCAP) regarding student outcomes and student and parent engagement. Goals will support the school in improving California School Dashboard Indicators related to: (a) school climate, (b) academic achievement, (c) graduation rate, (d) college and career readiness, and (e) local indicators as defined in the Dashboard. Specific areas of emphasis are goals to ensure students graduate or transition back to home districts with academic credits toward graduation. Goals and actions are also aligned to priorities suggested from parent/guardian input sessions and the annual LCAP survey.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations.....	3
Analysis of Current Instructional Program.....	3
Educational Partner Involvement .....	7
Resource Inequities .....	7
School and Student Performance Data .....	8
Student Enrollment.....	8
CAASPP Results.....	10
ELPAC Results .....	14
Student Population.....	17
Overall Performance .....	19
Academic Performance.....	21
Academic Engagement.....	27
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	38
Goal 3.....	43
Budget Summary .....	47
Budget Summary .....	47
Other Federal, State, and Local Funds .....	47
Budgeted Funds and Expenditures in this Plan.....	48
Funds Budgeted to the School by Funding Source.....	48
Expenditures by Funding Source .....	48
Expenditures by Budget Reference .....	48
Expenditures by Budget Reference and Funding Source .....	48
Expenditures by Goal.....	49
School Site Council Membership .....	50
Recommendations and Assurances .....	51

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

On an annual basis the school facilitates a needs assessment through the collaboration of the: (a) English Language Advisory Committee (ELAC), (b) School Site Council (SSC), and (c) Local Control Accountability Plan (LCAP) processes. Surveys are provided to: (a) students, (b) parents, (c) teachers, (d) administrators, and (e) community members. The data is gathered and evaluated through several committees that inform both the School Plan for Student Achievement and the Local Control Accountability Plan. The results are reported out during subsequent meetings. Thereafter, these discussions inform the development of both the SPSA and LCAP and the goals, actions items, and budgets are aligned accordingly. Needs assessment priorities are also established through parent input sessions in alignment with the planning of the Local Control Accountability Plan. 2022 LCAP survey results indicate five top priorities for Court Schools: (a) career tech education, (b) career readiness, (c) performance of students who identify as English Learners, (d) college readiness, and (e) teaching and learning. These priorities are addressed in planning for the SPSA as well as the LCAP.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations occur regularly as illustrated in: (a) frequent daily walkthroughs, (b) visits, and (c) informal and formal observations. The Alternative Education Department contracts with the Professional Learning and Instructional Support department and the Inclusion Collaborative through the Santa Clara County Office of Education. These providers support: (a) coaching, (b) curriculum alignment and planning, and (c) Professional Learning Communities.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

On a yearly basis the school facilitates state and local assessments to inform student success. Due to the nature of student enrollment and attrition rates and the unique learning conditions that Court School students experience, the use of local assessments are a priority for up-to-date information on student levels. These local assessments are the Renaissance Star (Ren Star) reading and math assessments. Students receive these assessments within the first 10 days of enrollment and quarterly thereafter.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student learning results from both state standardized assessments and local assessment data is shared with staff. During Professional Learning Community meetings: (a) teachers, (b) curriculum coordinators, and (c) administrators evaluate learning outcomes and calibrate instructional practices to address student learning needs.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of staff are highly qualified as defined by the state of California. Ongoing professional development is provided to ensure staff is current with standards based instruction and interventions.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

100% of staff are highly qualified as defined by the state of California. The school is sufficiently staffed with credentialed teachers, classified staff, and administration.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Development is aligned to the needs assessment and is focused on the School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP) goals. The majority of the professional development is facilitated through the Santa Clara County Office of Education Professional Learning and Instructional Support Division. Content Coordinators facilitate professional development through the coordination of Professional Learning Communities with special emphasis on inclusion practices and strategies to support students who receive English Language Proficiency services. Support staff also provide professional development to staff to support the social and emotional needs of students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Professional development is aligned to the needs assessment and is focused on the School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP) goals. The majority of the professional development is facilitated through the Santa Clara County Office of Education Professional Learning and Instructional Support Division. Content Coordinators facilitate professional development through the coordination of Professional Learning Communities and in-class curriculum coaching.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate within the school and across the department during: (a) Professional Learning Communities, (b) textbook adoption processes, and (c) committees.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum and instructional practices are aligned to: (a) the California Common Core State Standards, (b) the Every Student Succeeds Act (ESSA), (c) the School Plan for Student Achievement (SPSA) and (d) the Local Control Accountability Plan (LCAP) priority goals. On an ongoing basis staff collaborate through the Professional Learning Communities to ensure teachers gain valuable strategies and resources by the Professional Learning and Instructional Support Content Coordinators. Through this work staff refine practices and interventions to meet the needs of students.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school adheres to state and federal guidelines for instructional minutes per grade level.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students and their enrollment and attrition rates illustrate the need for personalized learning. The Court Schools provide: (a) credit recovery, (b) complete courses, (c) interventions, (d) course acceleration opportunities, (e) instruction of students receiving English language proficiency services, and (f) support for students with disabilities within the master schedule. Students who graduate during detainment are offered college and career counseling and college course enrollment.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school utilizes a variety of instructional materials to meet the needs of students. These resources are standards based and aligned to instructional programs and Common Core standards. All Edgenuity online courses are also A-G aligned.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school utilizes a variety of instructional materials to meet the needs of students. These resources are standards-based and aligned to instructional programs. Materials include: (a) online resources (Edgenuity, Accelerated Reader), (b) textbooks, and (c) online assessments (Renaissance Star).

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Within the Court School program students have access to: (a) credit recovery, (b) core curriculum, (c) complete courses, (d) course and credit acceleration, (d) interventions, and (e) and support for students who identify as English Learners and students with disabilities. The Court Schools are unique alternative educational programs that personalize learning for each student within the core academic program. The unique nature of: (a) the schools' settings, (b) year-round programming, and (c) student enrollment and attrition rates present challenges and the school team works to meet student needs in a changing environment. Staff members are trained to ensure student needs are met.

Evidence-based educational practices to raise student achievement

The Court Schools use several evidence-based strategies to support students' academic goals. They include: (a) accommodations (per IEP and 504s), (b) reading and math intervention programs and strategies, (c) credit recovery on core academic content, (d) course acceleration as appropriate, (e) services for students who identify as English Learners, and (f) extended school day.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent engagement opportunities include: (a) the English Language Advisory Committee (ELAC), (b) School Site Council (SSC), (c) Parent Project, and (d) collaboration with Probation. District wide engagement opportunities include the Parent Advisory Committee and the District English Learner Advisory Committee. Through a collaborative process which also includes student intake and transition, the school team works with educational partners to provide resources and meet student needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Students, (b) parents, (c) teachers, (d) staff, (e) community members, (f) Probation partners, and (g) the administration are actively involved in the development of: (a) the School Plan for Student Achievement (SPSA), (b) the Local Control Accountability Plan (LCAP), (c) Western Association of Schools and Colleges (WASC) Accreditation, (d) the LCAP Federal Addendum, and (e) the Consolidated Application process (Title I, III, IV budgets) On a regular basis groups review: (a) student enrollment and demographics, (b) academic performance, (c) reclassification, and (d) demographics of students who receive English language acquisition services. Parents/guardians, (b) staff, and (c) students, as well as educational partners engage in the review and development of site goals in relation to the Alternative Education Department and Santa Clara County Office of Education. These groups provide opportunity for stakeholder engagement and continuous improvement. All parents are invited individually to meetings as they occur and communication is language specific. The Annual LCAP Survey and LCAP Input Sessions provide additional opportunity for parents/guardians and educational partners to prioritize needs.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The Court Schools utilize funding from Title I, III, and IV and CSI.

Fiscal support (EPC)

EPC funds are utilized by Court Schools to support student instruction and facilities maintenance.

## **Educational Partner 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 Site Council met to review the needs assessment and progress of student groups on January 26, 2023 and during this meeting defined actions and services and budget priorities. The School Site Council also reviewed LCAP survey results and LCAP Input Session findings to ensure these needs were represented in the Single Plan for Student Achievement. The SPSA was approved on March 23, 2023 by the School Site Council with representatives from the English Learner Advisory Committee and Special Education.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities for the Santa Clara County Office of Education (SCCOE) Court Schools were reflected in data analysis and include: (a) a need for college and career processes for students, (b) a need for career technical education programs to support college and career readiness, and (c) support for student literacy to include supplemental support for students receiving English language acquisition services. These areas are defined as areas of need in the CA School Dashboard and will address graduation rate and college and career indicators. Resources are available to support programs so no fiscal inequities are evident. Resource allocation is equitable for all students with Local Control Funding Formula supplemental and concentration funding as a priority for students who identify as: (a) English Learners, (b) foster youth, and (c) students who represent as low income. Funds are also utilized to address needs of unhoused students in alignment with SCCOE Board Policy.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	16	8	12
Grade 10	17	12	11
Grade 11	15	13	10
Grade 12	8	14	8
<b>Total Enrollment</b>	56	47	41

### Conclusions based on this data:

1. The population of our court schools has decreased over the last two years.
2. Students who identify as Latinx represent the largest student group in the school.
3. Most court school population consists of high school students, and each year over 50% are within grades 11 and 12.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	24	19	14	42.90%	40.4%	34.1%
Fluent English Proficient (FEP)	11	8	12	19.60%	17.0%	29.3%
Reclassified Fluent English Proficient (RFEP)	2			8.3%		

### Conclusions based on this data:

1. The number and percentage of students who identify as English Learners continues to stay steady.
2. Increased focus on progression toward reclassification is a continual need.
3. The numbers of students who meet reclassification requirements continues to stay low.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*					
Grade 8	*	6		0	5		0	5			83.3	
Grade 11	15	14		13	6		13	6		86.7	42.9	
All Grades	17	20		14	11		14	11		82.4	55.0	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*			*			*		
Grade 8		*			*			*			*			*	
Grade 11	2397.	*		0.00	*		0.00	*		7.69	*		92.31	*	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		7.14	9.09		92.86	90.91	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 7	*			*			*			*		
Grade 8		*			*			*			*	
Grade 11	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*		
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>	*			*			*		
<b>Grade 8</b>		*			*			*	
<b>Grade 11</b>	*	*		*	*		*	*	
<b>All Grades</b>	*	*		*	*		*	*	

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>	*			*			*		
<b>Grade 8</b>		*			*			*	
<b>Grade 11</b>	*	*		*	*		*	*	
<b>All Grades</b>	*	*		*	*		*	*	

**Conclusions based on this data:**

1. Increase focus on participation rate to meet State standard of 95% participation.
2. Assess literacy skill level, and deliver appropriate remediation supports to improve ELA performance.
3. CAASPP % who meet and exceed = 2.78 in 2019-20 and 0% in 2020-21 & 2021-22.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*					
Grade 8	*	6		0	5		0	5			83.3	
Grade 11	15	15		13	6		13	6		86.7	40.0	
All Grades	17	21		14	11		14	11		82.4	52.4	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*			*			*		
Grade 8		*			*			*			*			*	
Grade 11	2395.	*		0.00	*		0.00	*		0.00	*		100.0	*	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		0.00	0.00		100.0	100.0	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*		
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*		
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*		
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

**Conclusions based on this data:**

1. Need to increase focus on participation rate to meet State standard of 95% participation rate.
2. Increased focus on initial assessments to identify remediation supports will enable individual attention to student needs.
3. Math Grade Equivalency= 5.7 to 5.9 and Reading Grade Equivalency= 5.1 to 5.9. CAASPP % who meet and exceed = 0% in 2020-21 and 2021-22.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		8	5	
10	*	*		*	*		*	*		7	5	
11	*	*		*	*		*	*		6	*	
12	*	*		*	*		*	*		7	4	
All Grades										28	18	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	17.86	5.56		17.86	22.22		35.71	38.89		28.57	33.33		28	18	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	28.57	16.67		35.71	50.00		28.57	11.11		7.14	22.22		28	18	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	7.14	11.11		17.86	11.11		14.29	16.67		60.71	61.11		28	18	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	11.11		64.29	61.11		35.71	27.78		28	18	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	85.19	46.67		11.11	46.67		3.70	6.67		27	15	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	10.71	6.25		21.43	31.25		67.86	62.50		28	16	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	*	*		*	*		*	*		*	*	
<b>10</b>	*	*		*	*		*	*		*	*	
<b>11</b>	*	*		*	*		*	*		*	*	
<b>12</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	3.57	5.88		50.00	23.53		46.43	70.59		28	17	

**Conclusions based on this data:**

1. Overall, there has been a decline in the number of students who identify as English Learners.
2. Increased need for mastery of reading and writing and literacy standards will improve student ELPAC scores.



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>47</b>	<b>100.0</b>	<b>38.3</b>	<b>2.1</b>
Total Number of Students enrolled in Santa Clara County Office of Education Court School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	38.3
Foster Youth	1	2.1
Homeless	3	6.4
Socioeconomically Disadvantaged	47	100.0
Students with Disabilities	25	53.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	6.4
American Indian		
Asian		
Filipino	1	2.1
Hispanic	39	83.0
Two or More Races	1	2.1
Pacific Islander		
White	3	6.4

**Conclusions based on this data:**

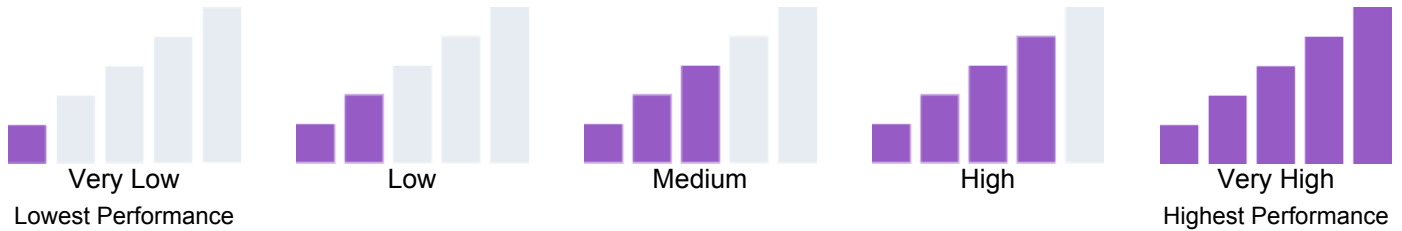
1. All enrolled students are categorized as socioeconomically disadvantaged due to classification of wardship under the juvenile courts.
2. Increased need to connect students and families with advocacy groups/efforts to identify obstacles at home or at school and provide supports for student success.
3. Programming for achievement of students who receive language acquisition services is a relevant need.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Level	<b>Graduation Rate</b>  Very Low	<b>Suspension Rate</b>  Very Low
<b>Mathematics</b>  No Performance Level	<b>Chronic Absenteeism</b>  No Performance Level	
<b>English Learner Progress</b>  No Performance Level		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

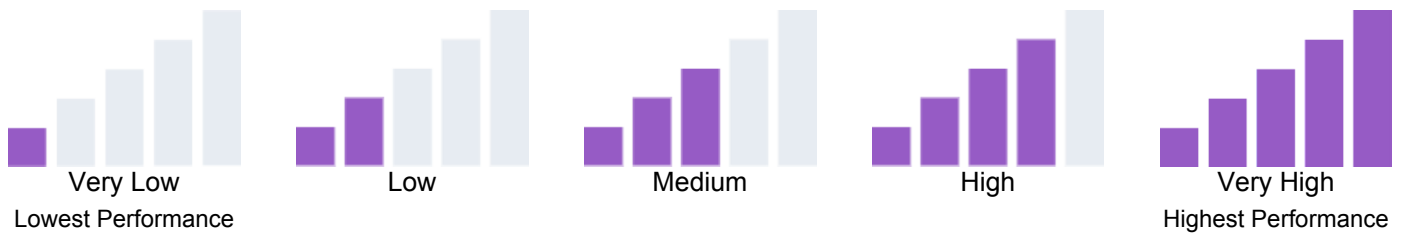
1. 2022 Dashboard data indicates that the 4/5 year cohort graduation rate was 65.1%. The DASS one year graduation rate was 85.7%.
2. An increased effort on 12th grade student credit progress and graduation goals is needed.
3. Suspension rates indicate as "very low" on the 2022 CA School Dashboard for the Court Schools.

# School and Student Performance Data

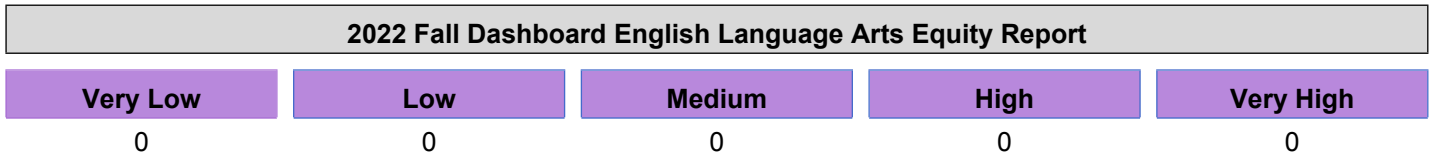
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

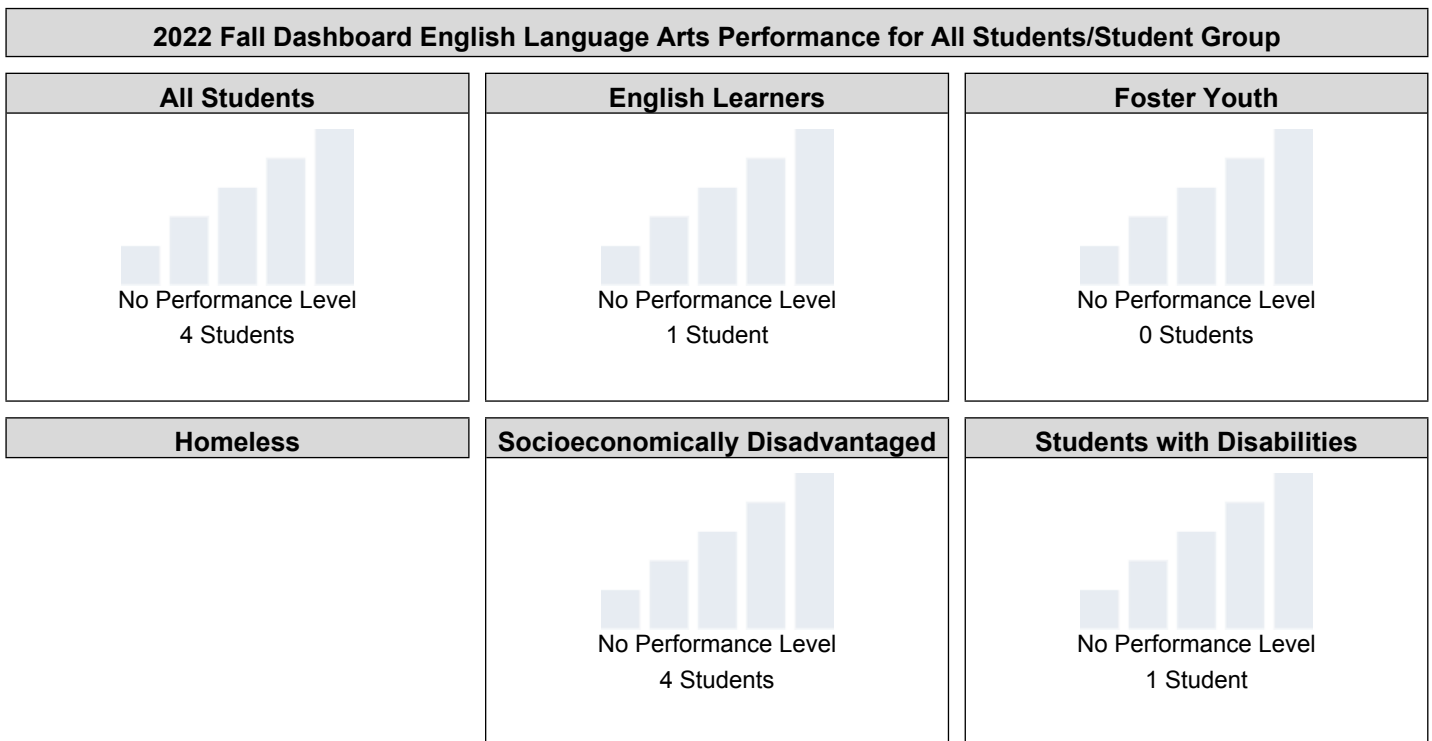
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

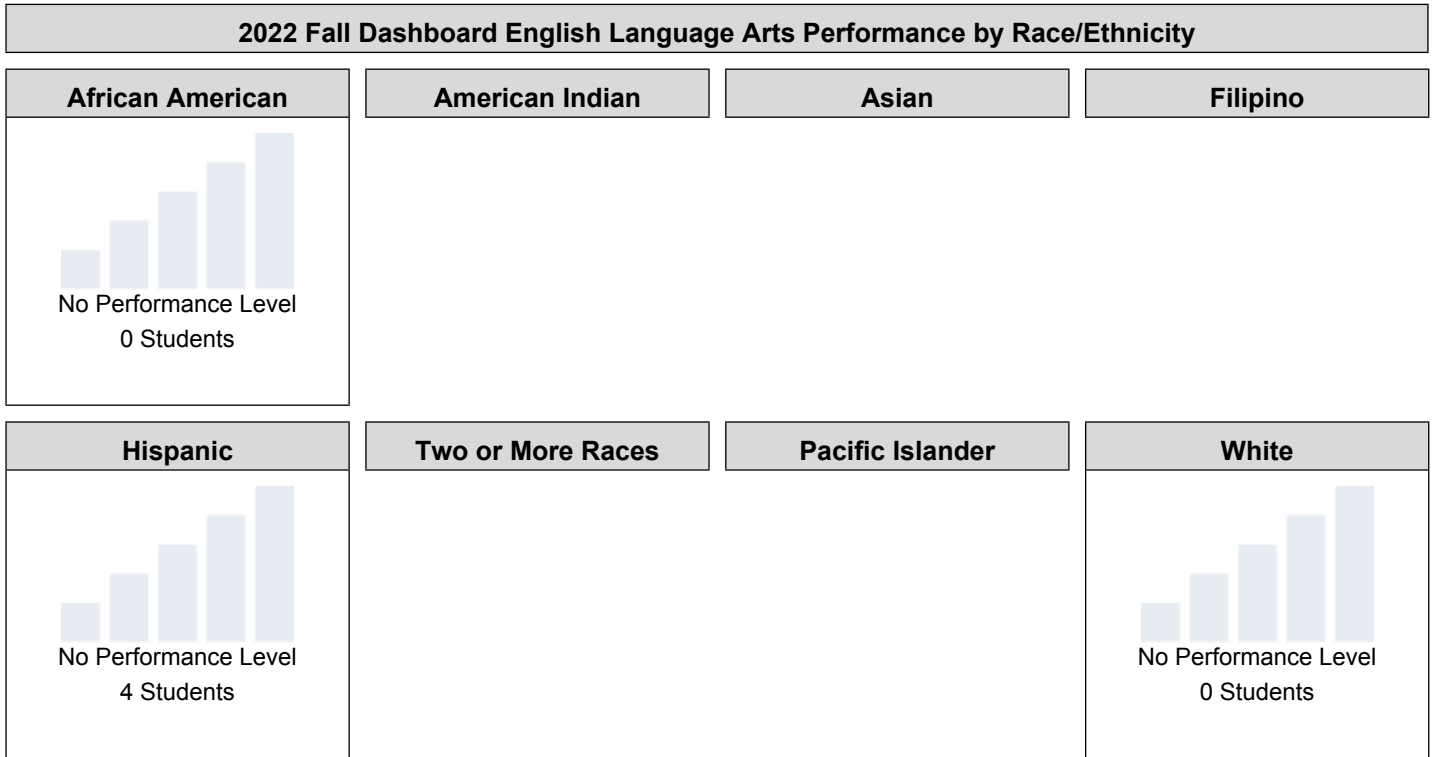


This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
0 Students	1 Student	3 Students

**Conclusions based on this data:**

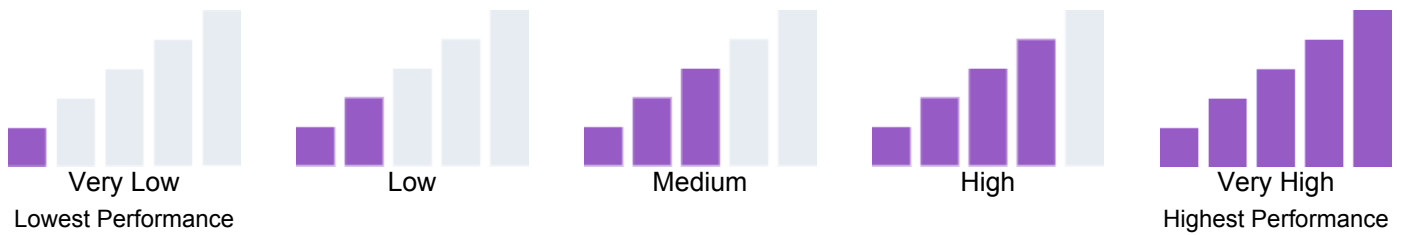
1. Student groups are small and no overall data is available.
2. Although student data shows below standard performance on the English Language Arts CAASPP, our local assessment shows an increased reading level of GLE 4.6.
3. Staff continue to receive literacy training and supplemental resources for teaching.

# School and Student Performance Data

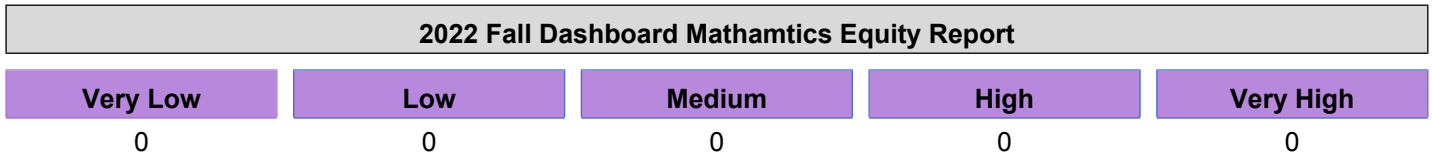
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

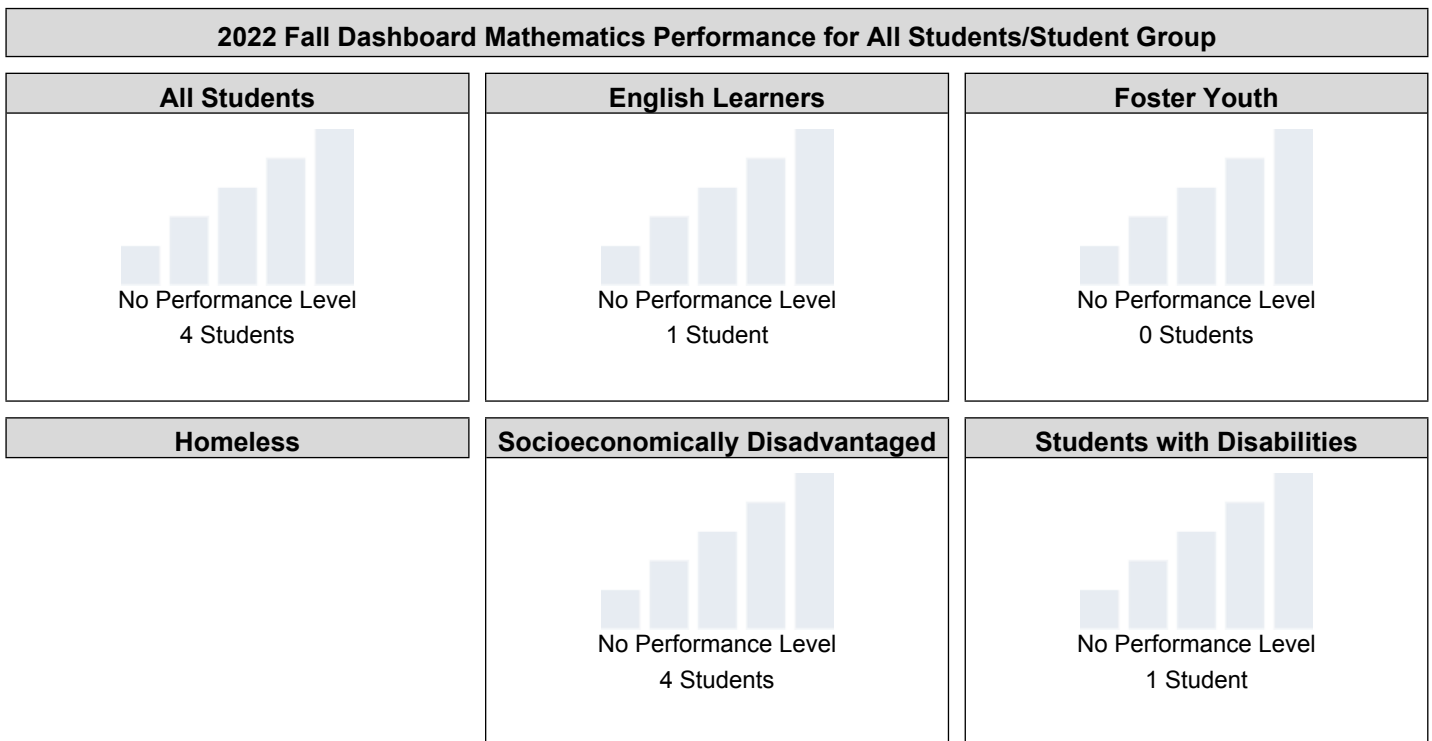
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
0 Students	1 Student	3 Students

**Conclusions based on this data:**

1. Renaissance math grade equivalency is 5.0
2. Math scores are below standard on CAASPP
3. Identify math interventions that will best support our students.



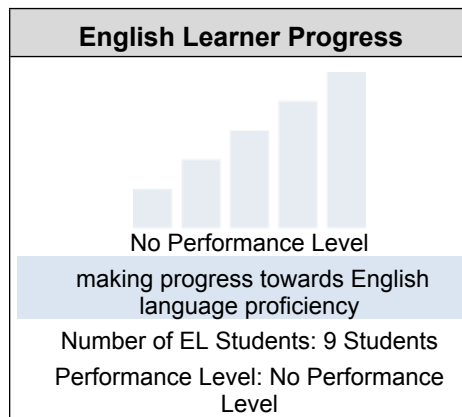
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

#### Conclusions based on this data:

- 5.56% of students who identify as English Learners are at Level Four per the 2022 ELPAC.
- 0 students were reclassified during the 2021-22 school year and 0 students were reclassified at mid year 2022-23.
- 2021- 22 ELPAC participation rate was 63.4%.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

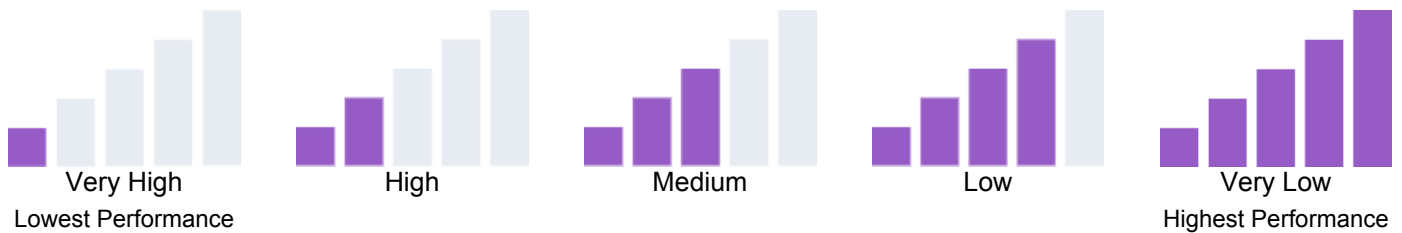
1. The College and Career Indicator data is not available on the Dashboard.
2. 100% of students have access to A-G courses.
3. We provide year-round schooling to support the effort of college and career readiness.

# School and Student Performance Data

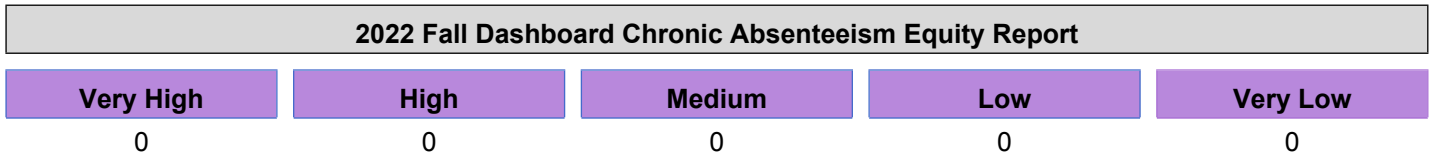
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

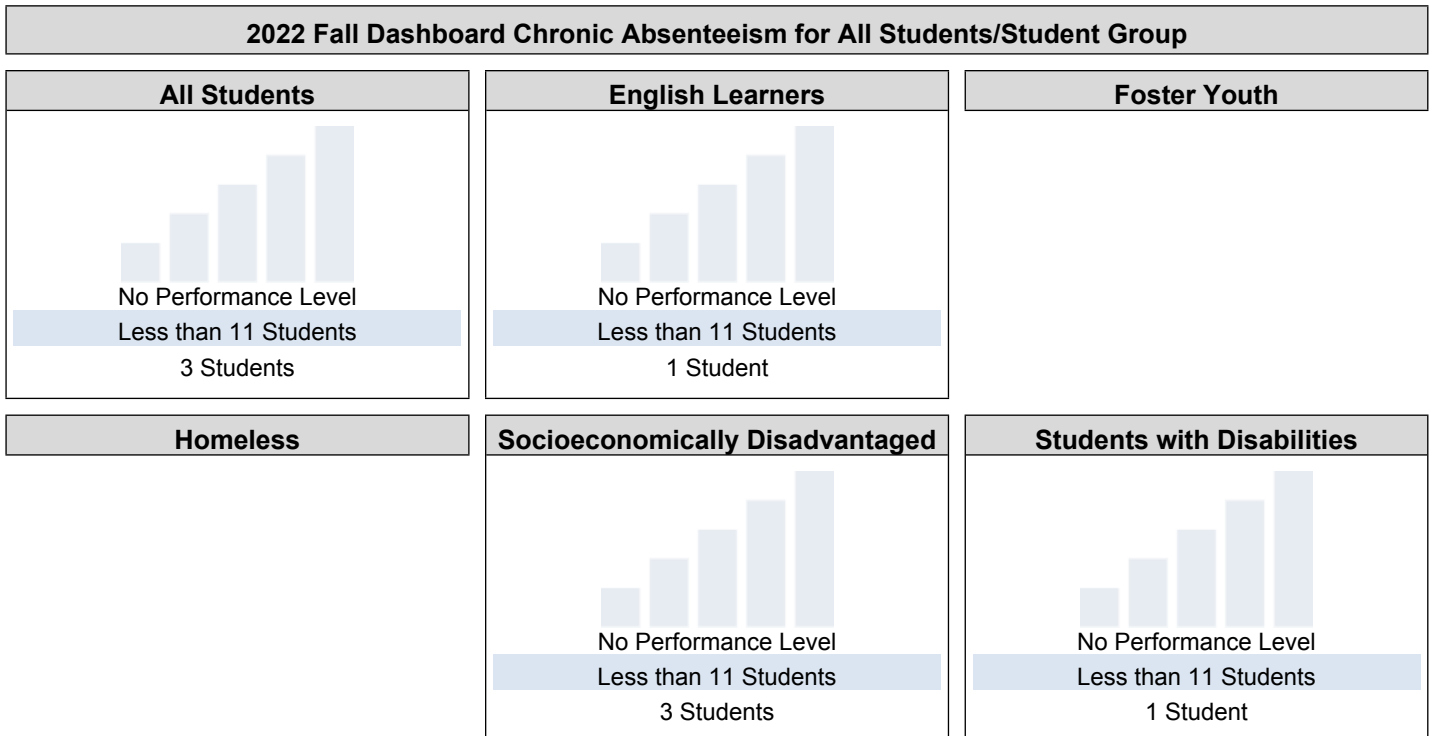
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

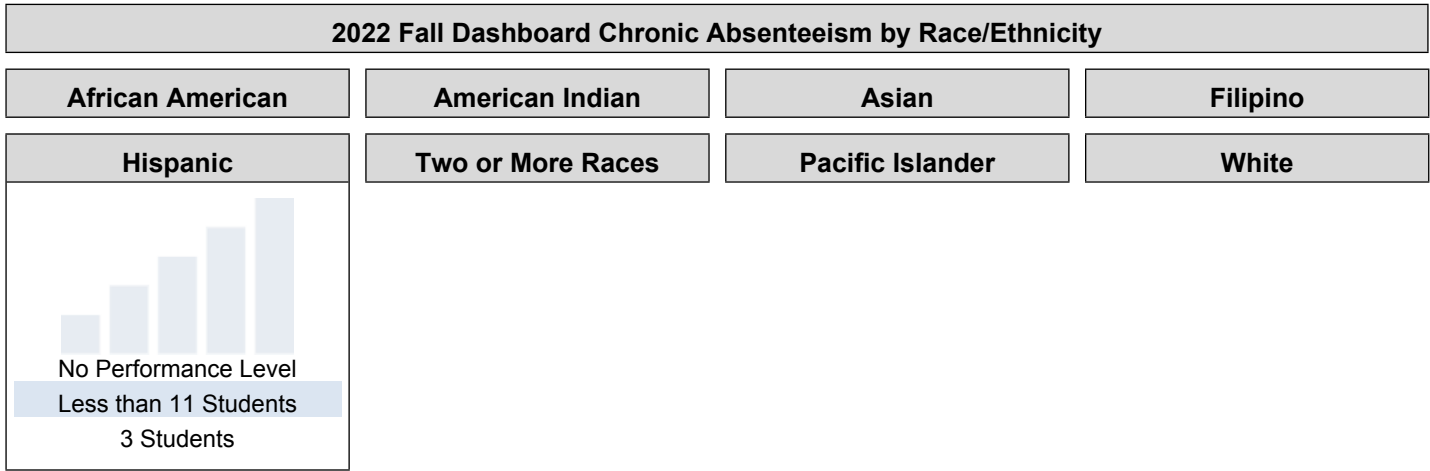


This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.





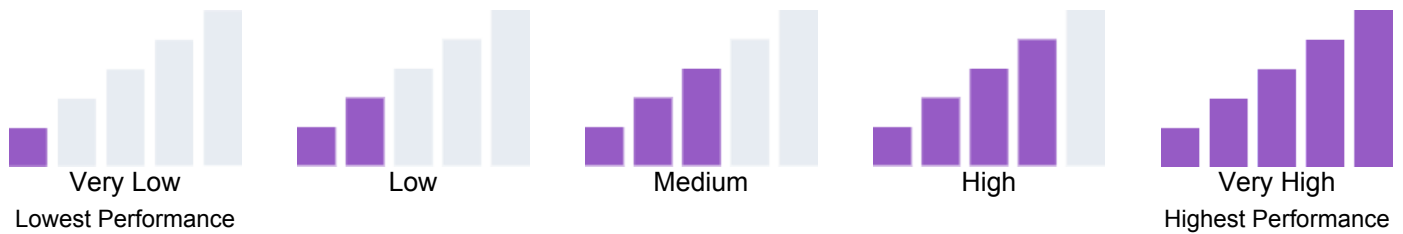
**Conclusions based on this data:**

1. Chronic Absenteeism is not an issue for Court Schools.
2. Students enter and exit our school all throughout the school year, and due to the nature of court schools an enrolled student will have mandated attendance.

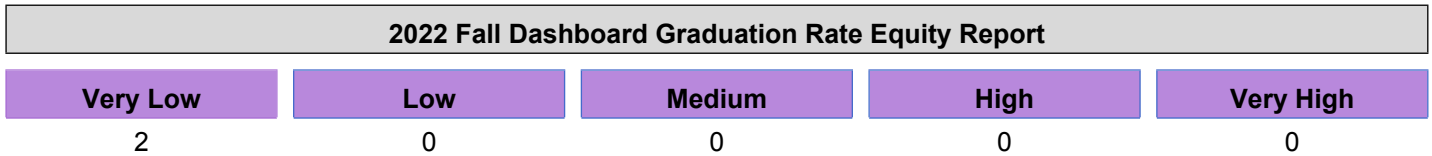
# School and Student Performance Data

## Academic Engagement Graduation Rate

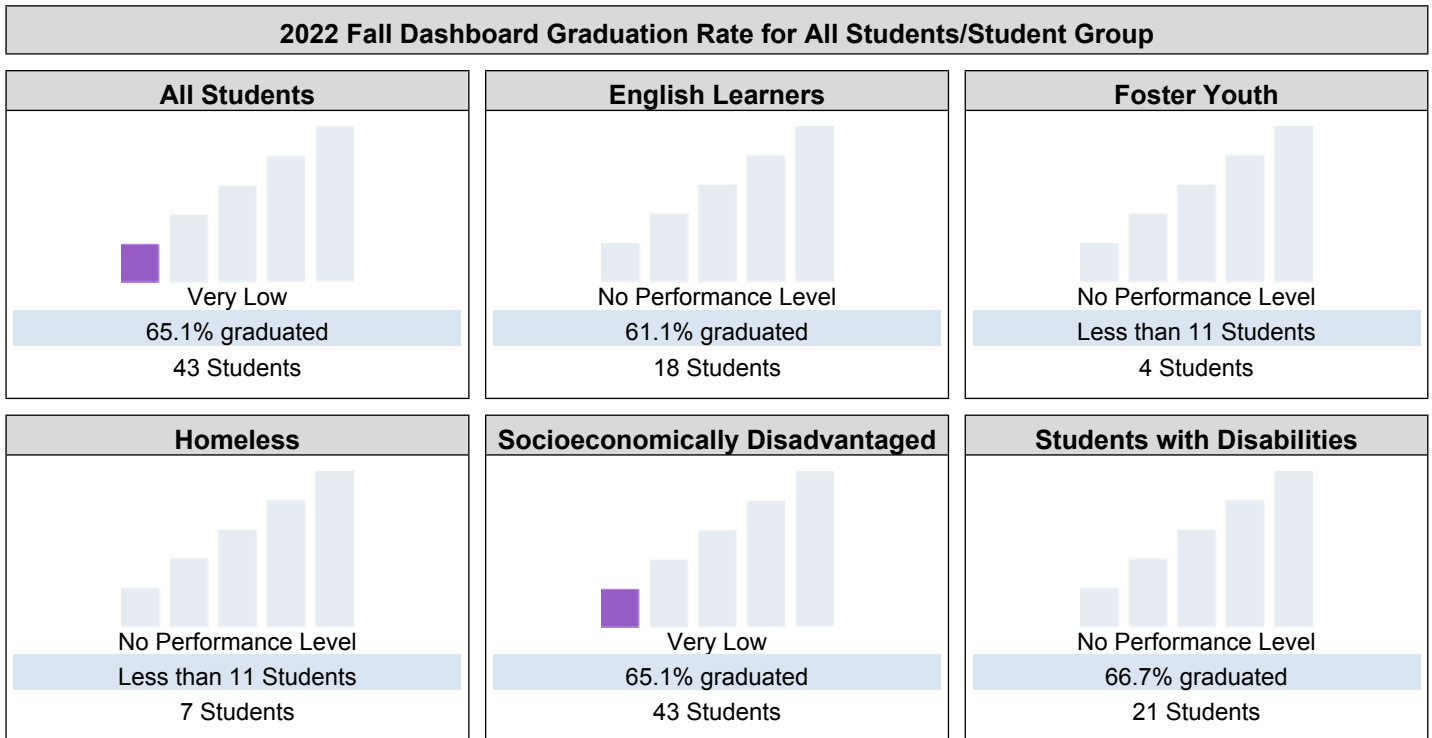
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

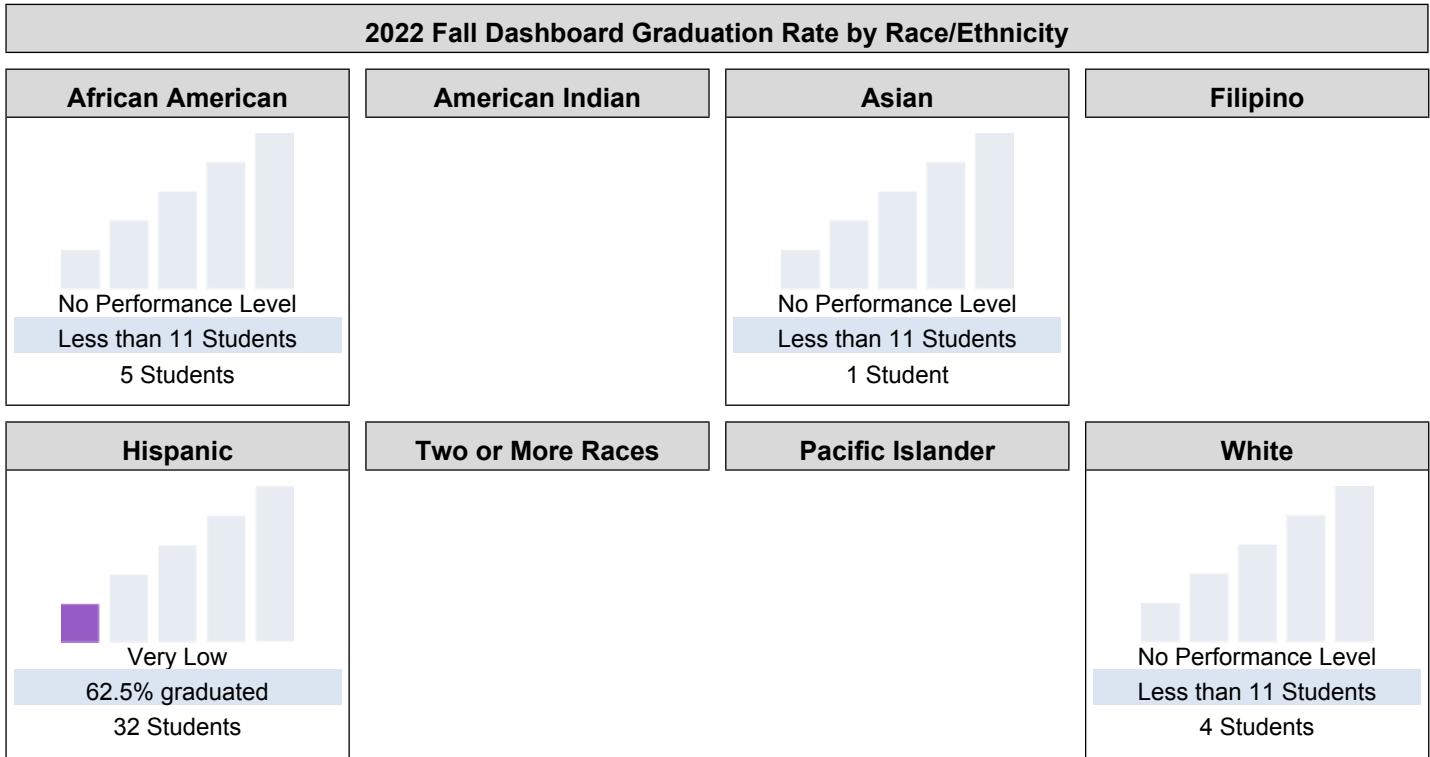


This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.





**Conclusions based on this data:**

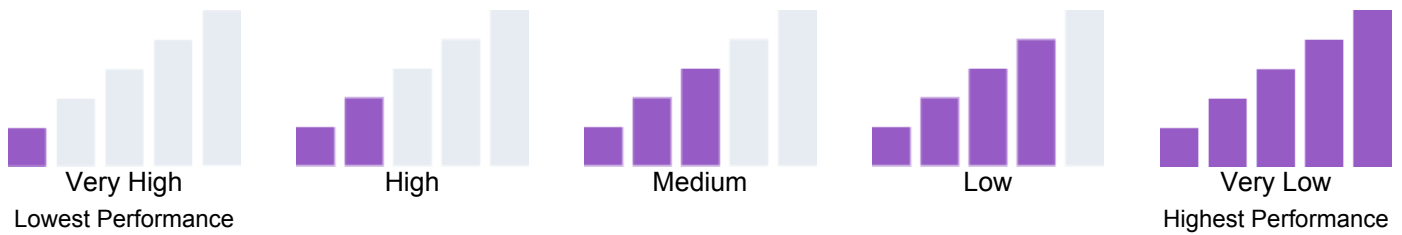
1. Need to increase focus on graduation rate and student transition.
2. Current graduation rate is 65.1% The 2021-22 DASS one year graduation rate is 85.7%.
3. Enrollment trends impacts the ability to compare annually so individual data analysis of student progress is necessary throughout the year.

# School and Student Performance Data

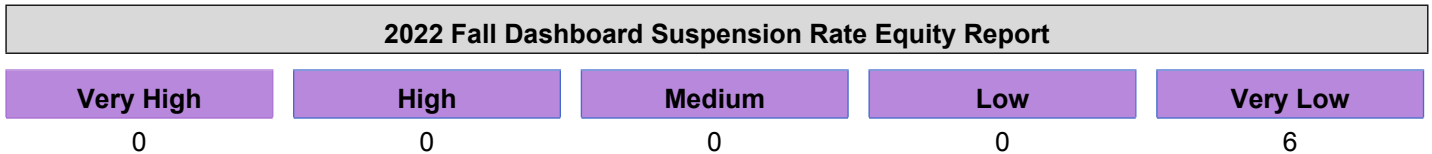
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

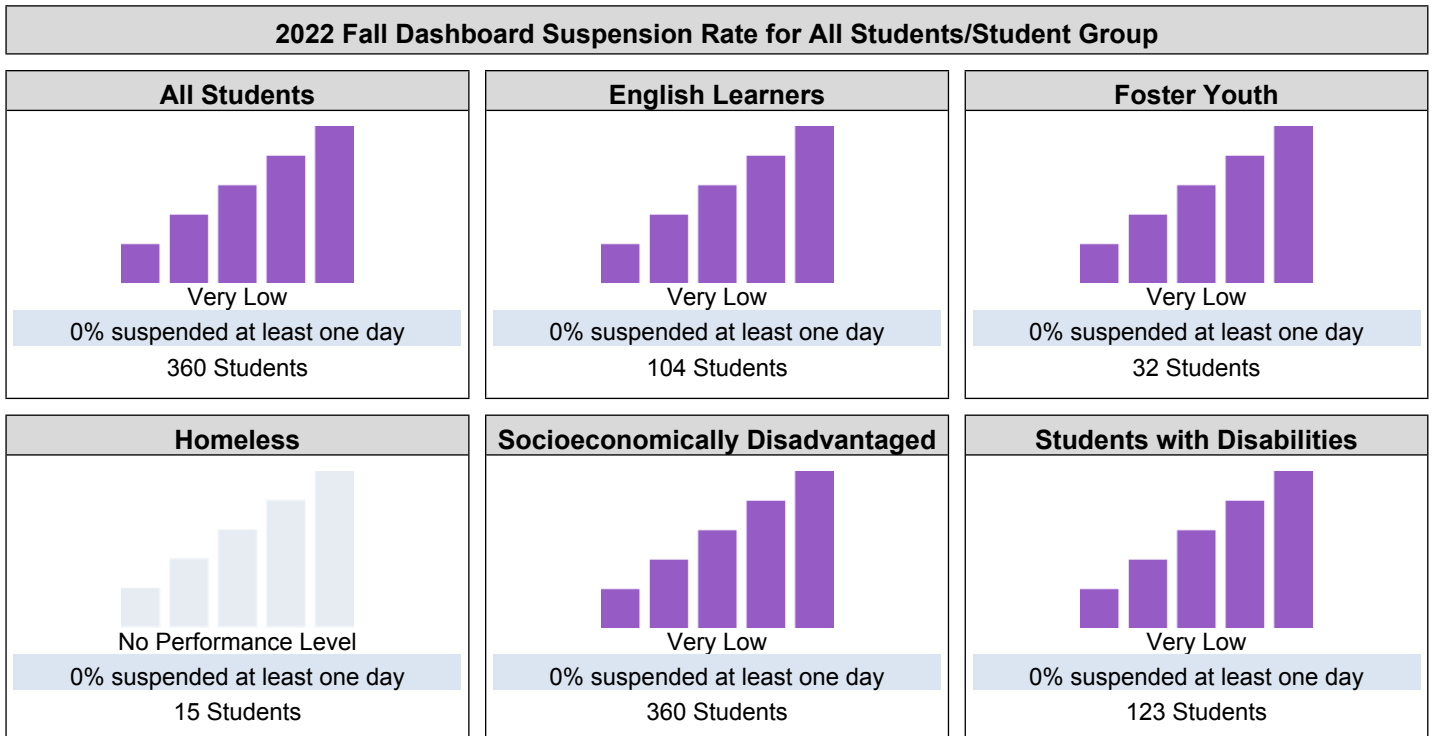
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



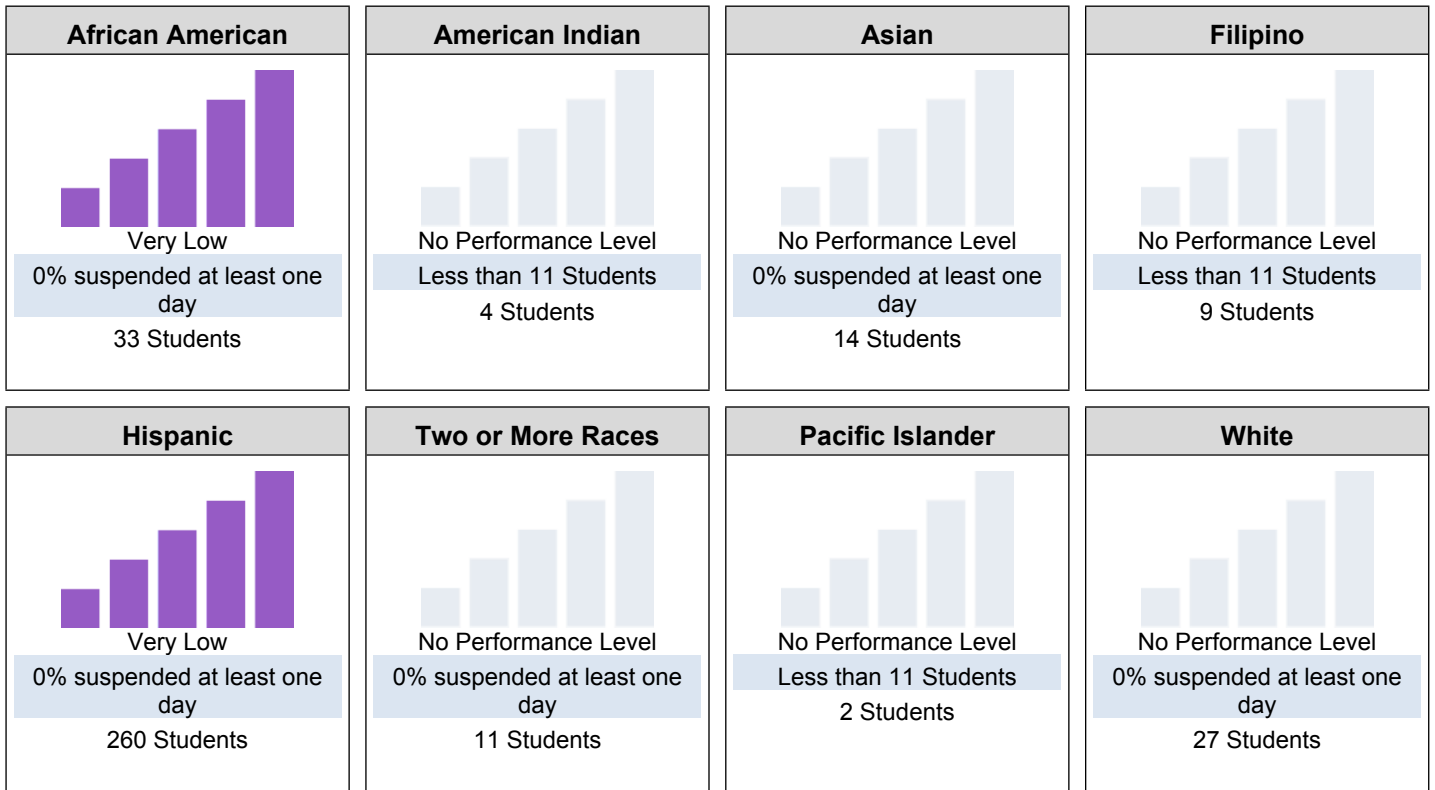
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Court schools score in very low levels with all data recognized student groups.
2. Court School students were not suspended in 2022



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Students will participate in rigorous, relevant, and engaging instruction

## LEA/LCAP Goal

Students will participate in rigorous, relevant, and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

## Goal 1

Students will participate in rigorous, relevant, and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

## Identified Need

Students are far behind their academics due to many contributing factors. Students historically score far below basic on standardized tests and are credit deficient.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	<p>2018-19 CAASPP Court School ELA-2.78% Meet and Exceed Court School Math-0% Meet and Exceed</p> <p>2019-20 State Assessments were suspended due to COVID-19 so no up to date data is available for the CAASPP or the ELPAC.</p> <p>CAASPP Scores 2020-21 Court School ELA-0% Meet and Exceed Court School Math- 0% Meet and Exceed</p> <p>CAASPP Scores 2021-22 ELA-0% Meet and Exceed Math- 0% Meet and Exceed</p> <p>Update ELPAC % Proficient Level Four (No Data is available for 2019-20)</p>	<p>CAASPP Increase % who meet and exceed by 3%</p> <p>ELPAC Increase % who meet Level 4 by 3%</p> <p>Ren Star Reading and Math-Increase Ge by 6 months each quarter.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2018-19 13.73% 2020-21 17.86% 2021-22 5.56%  Ren Star Reading 2021- Grade Equivalency= 5.1 2022- GE= 4.6  Ren Star Math 2021-GE= 5.7 2022- GE=5	
Graduation Rate	Graduation Rate Per 2019 Dashboard 65% 2019-2020-61.2% (DASS) 2020-21-58.9% (DASS) 2021-22-65.1% 2021-22 DASS-85.7%	Increase graduation rate by 3% annually
College and Career Indicator	% Prepared- 0 (Red) 2020-21 Dashboard- Not published	Increase % prepared by 10%
Suspension Rate	Dashboard= Very Low	Maintain current status.
Chronic Absenteeism	Dashboard Very Low	Maintain current status.

Complete a copy of the Strategy/Activity 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 to include low readers and English Learners

### Strategy/Activity

Supplemental reading materials; Scholastic, and multi-lingual reading materials will support students with reading skills and reading for pleasure.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
37,269.00	Title I Part D 4000-4999: Books And Supplies Supplemental Reading materials for literacy and library.
13,000.00	Title I Part D 5000-5999: Services And Other Operating Expenditures Follett & Brain Pop contracts
1,700.00	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Teachers Pay Teachers contract to support instructional materials
28,000.00	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Literacy and library materials and supplies

## Strategy/Activity 2

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

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

Students who identify as English Learners.

### Strategy/Activity

Supplemental materials and training to support students who identify as English Learners in the classroom.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000.00	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures IOSA for PLISD for English Learners

## Strategy/Activity 3

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

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

All students to include low readers and students who identify as English Learners.

### Strategy/Activity

Consulting services focused on staff development in providing a safe and well rounded academic environment for students. These include leadership development with the Studer company and a contract with the SCCOE Professional Learning and Instructional Support Division to coach

teachers in providing curriculum related to ethnic studies, environmental literacy, and civic engagement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
52,000.00	Title I Part D 5800: Professional/Consulting Services And Operating Expenditures Professional development to support leadership
20,000.00	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures IOSA for PLISD to coach teachers in providing curriculum in Ethnic Studies, Civic Engagement and Environmental Studies

**Strategy/Activity 4**

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

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

All students to include low readers and English Learners.

Strategy/Activity

Intervention Teacher to support literacy development and English learners.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
112,861.19	Title I Part D 1000-1999: Certificated Personnel Salaries 1.0 FTE Intervention Teacher base salary
38,581.17	Title I Part D 3000-3999: Employee Benefits Employee benefits

**Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Actions for 2022-23 SPSA were partially implemented. The Librarian and Materials Tech were not implemented for the 2022-23 school year as funds for these positions were provided locally. Professional development and programming related to English language proficiency instruction were implemented. The Brain Pop program and Scholastic subscriptions were purchased. These strategies all supported student literacy and academics. Funds also were used to purchase books, Spanish materials, and tutoring outside of the school day. Training to support students who identify as English Learners was provided through other funding but all staff benefited from a focus on integrated and designated English Language Development

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Major differences occurred as some funds earmarked for literacy were used to provide additional implementation of career technical education programs. The decision was made by the School Site Council to shift the CSI focus to career technical education for the Court schools in conjunction with alternative funding sources to support literacy. Career technical education is a major focus in Goal Two of the SPSA and the LCAP. (Comprehensive Support and Improvement funds)

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.

The strategies listed for Goal One will continue to support Court Schools and literacy and intervention. Goal One funding will provide for additional literacy materials and also provide for professional development staff in the areas of academic instruction and support for instruction of students who receive English language proficiency services. Goal One will also provide for an intervention teacher for the 2023-24 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

## LEA/LCAP Goal

Goal 2 - All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

## Goal 2

Goal 2 - All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

## Identified Need

Students need to be prepared for post secondary education, college and career. Our students are academically behind their peers and are credit deficient.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Outcomes	<p>2018-19 CAASPP Court School ELA-2.78% Meet and Exceed Court School Math-0% Meet and Exceed</p> <p>2019-20 State Assessments were suspended due to COVID-19 so no up to date data is available for the CAASPP or the ELPAC.</p> <p>CAASPP Scores 2020-21 Court School ELA-0% Meet and Exceed Court School Math- 0% Meet and Exceed</p> <p>CAASPP Scores 2021-22 ELA-0% Meet and Exceed Math- 0% Meet and Exceed</p> <p>Update ELPAC % Proficient Level Four (No Data is available for 2019-20)</p>	<p>CAASPP and ELPAC assessments were suspended for 2019-20 due to the COVID-19 pandemic.</p> <p>Increase % who meet and exceed in CAASPP by 3% annually.</p> <p>Increase % of EL students in Level Four by 3% annually.</p> <p>Increase Ren Star reading and math average grade equivalency by 9 months annually.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2018-19 13.73% 2020-21 17.86% 2021-22 5.56%  Ren Star Reading 2021- Grade Equivalency= 5.1 2022- GE= 4.6  Ren Star Math 2021-GE= 5.7 2022- GE=5	
Graduation Rate	Graduation Rate Per 2019 Dashboard 65% 2019-2020-61.2% (DASS) 2020-21-58.9% (DASS) 2021-22-65.1% 2021-22 DASS Grad Rate- 85.7%	Increase grad rate by 3% annually
College and Career Indicator	% Prepared- 0 2021 2022 Not Published	Increase % prepared by 10%
Suspension Rate	2022 Dashboard- Very Low	Maintain
Chronic Absenteeism	2022 Dashboard Very Low	Maintain

Complete a copy of the Strategy/Activity 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**

Two college and career liaisons will support student transition to college and career. (Position partially funded by Probation)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
159,588.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 1.8 FTE College Liaisons Salary
95,360.00	Title I Part A: Allocation 3000-3999: Employee Benefits 1.8 FTE College Liaisons Benefits
12,940.00	Title I Part D 2000-2999: Classified Personnel Salaries .2 FTE College Liaisons Salary
7,732.00	Title I Part D 3000-3999: Employee Benefits .2 FTE College Liaison 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

Supplies for career technical education to include ICEV certification tokens.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
189.00	Title I Part A: Allocation 4000-4999: Books And Supplies Materials and supplies for iCEV certifications and CTE
74,332.00	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials and supplies for CTE consumables and expansion
6,050.00	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Naviance contract
8,000.00	Title I Part D 5000-5999: Services And Other Operating Expenditures CEV Multimedia contract for iCEV licenses for instruction and student certification



### Strategy/Activity 3

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

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

All Court School Students

#### Strategy/Activity

Career Technical Education teacher will support students' career readiness and certifications as a means to positive transition and career readiness.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
130,474.00	Title I Part D 1000-1999: Certificated Personnel Salaries 1.0 FTE CTE Teacher
48,394.00	Title I Part D 3000-3999: Employee Benefits 1.0 FTE CTE Teacher
27,111.00	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Career Readiness
3,000.00	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Career Readiness - Myers Briggs

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

Goals for Goal Two of the 2022-23 SPSA were implemented and increased offerings for career technical education and pathways to graduation for students. College and career liaisons, as well as career technical education teacher were fully hired. Funds were spent to support career technical education, industry (ICEV) certifications, and professional development.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The goal was met.

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.

Positions will remain the same for 2023-24 as will funding allocated for career technical education contracts and consumables.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

## LEA/LCAP Goal

Goal 3 - In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

## Goal 3

Goal 3 - In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

## Identified Need

Parent and community engagement in the School Site Council, the ELAC, and the LCAP Parent Advisory Committee are always a priority as SCCOE looks to increase participation.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement	1-3 parents at meetings	Increase numbers to 10

Complete a copy of the Strategy/Activity 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 parents are invited to all activities.

### Strategy/Activity

Increase communication and access for parents regarding School Site Council, ELAC, and LCAP Parent Advisory Meetings as well as DELAC and community partners. Purchase of bus tokens, parking passes, print costs for mailings, and translation devices.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

## 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

Coordinator of State and Federal will support continuous improvement processes to include parent engagement 10%

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

18,482.00

Title I Part D  
3000-3999: Employee Benefits  
Administrator State and Federal Benefits 10%

6,186.00

Title I Part D  
1000-1999: Certificated Personnel Salaries  
Administrator State and Federal Salary 10%

### Strategy/Activity 3

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

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

Foster Youth

Strategy/Activity

.5 Position for Foster Youth Services will support Foster Youth as they exit programs.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

82,801.00

Title I Part D  
1000-1999: Certificated Personnel Salaries  
.5 FTE Foster Youth Liaison

28,373.00

Title I Part D  
3000-3999: Employee Benefits  
.5 FTE Foster Youth Liaison

### Strategy/Activity 4

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

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

All Parents/Guardians

Strategy/Activity

Materials and Supplies to support parent engagement; communication and mailings

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,360.00

Source(s)

Title I Part A: Parent Involvement  
4000-4999: Books And Supplies  
Parent resource library, pamphlets, materials  
and mailings for both court schools

### Strategy/Activity 5

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

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

All students

Strategy/Activity

Well rounded students and supplemental materials for social emotional learning.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,506.00

Source(s)

Title IV  
5000-5999: Services And Other Operating  
Expenditures  
Silicon Valley Creates contract for SEL support

1,614.00

Title III  
4000-4999: Books And Supplies  
Well rounded students supplemental materials  
and supplies for English Learners

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Parent engagement and input is a continual goal. Funds were expended to increase parent engagement to include purchase of translation devices and books for family book studies. Positions for the Coordinator of State and Federal and Foster Youth Liaison were filled. Funds were also used to purchase materials for family resource centers in waiting areas and family backpacks which contained training materials and supports on parenting.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal is met.

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.

As this goal relates to engagement, funding and actions are earmarked for 2023-24 to support mental health and well being supplies and materials for students and families. The annual outcomes will not change and a focus on parent and family engagement will continue.

## Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$811,169.00
Total Federal Funds Provided to the School from the LEA for CSI	\$00.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,040,903.36

### Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$150,082.00
Title I Part A: Allocation	\$255,137.00
Title I Part A: Basic Grants Low-Income and Neglected	\$30,111.00
Title I Part A: Parent Involvement	\$3,360.00
Title I Part D	\$597,093.36
Title III	\$1,614.00
Title IV	\$3,506.00

Subtotal of additional federal funds included for this school: \$1,040,903.36

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$1,040,903.36

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

<b>Funding Source</b>	<b>Amount</b>	<b>Balance</b>
-----------------------	---------------	----------------

### Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	150,082.00
Title I Part A: Allocation	255,137.00
Title I Part A: Basic Grants Low-Income and Neglected	30,111.00
Title I Part A: Parent Involvement	3,360.00
Title I Part D	597,093.36
Title III	1,614.00
Title IV	3,506.00

### Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	332,322.19
2000-2999: Classified Personnel Salaries	172,528.00
3000-3999: Employee Benefits	236,922.17
4000-4999: Books And Supplies	171,875.00
5000-5999: Services And Other Operating Expenditures	75,256.00
5800: Professional/Consulting Services And Operating Expenditures	52,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	102,332.00



5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	47,750.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	159,588.00
3000-3999: Employee Benefits	Title I Part A: Allocation	95,360.00
4000-4999: Books And Supplies	Title I Part A: Allocation	189.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	27,111.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	3,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,360.00
1000-1999: Certificated Personnel Salaries	Title I Part D	332,322.19
2000-2999: Classified Personnel Salaries	Title I Part D	12,940.00
3000-3999: Employee Benefits	Title I Part D	141,562.17
4000-4999: Books And Supplies	Title I Part D	37,269.00
5000-5999: Services And Other Operating Expenditures	Title I Part D	21,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part D	52,000.00
4000-4999: Books And Supplies	Title III	1,614.00
5000-5999: Services And Other Operating Expenditures	Title IV	3,506.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	323,411.36
Goal 2	573,170.00
Goal 3	144,322.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Eugene Santillan	Principal
Michelle DeCaro	Other School Staff
Tiffany Jones	Other School Staff
Maria Andrade	Other School Staff
Probation	Parent or Community Member
Student One	Secondary Student
Student Two	Secondary Student
Parent One	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
DocuSigned by: <i>Michelle DeCaro</i> <small>69E885C1A6444BF...</small>	State Compensatory Education Advisory Committee
DocuSigned by: <i>Michelle DeCaro</i> <small>69E885C1A6444BF...</small>	English Learner Advisory Committee
DocuSigned by: <i>Maria Andrade</i> <small>EE06ACEAFF0F4A8...</small>	Special Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA 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.

This SPSA was adopted by the SSC at a public meeting on March 23, 2023.

Attested:

DocuSigned by: <i>Eugene Santillan</i> <small>BAE9A9B7D29A40C...</small>	Principal, Principal, Eugene D. Santillan on March 23, 2023
DocuSigned by: <i>Michelle DeCaro</i> <small>69E885C1A6444BF...</small>	SSC Chairperson, SSC Chairperson, Michelle DeCaro on March 23, 2023