

The School Plan for Student Achievement

School: Placer County Court and Community School
CDS Code: 31 10314 3130259
District: Placer County Office of Education
Principal: Susan Connolly
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Placer County Court and Community School's Vision and Mission Statements

Placer County Office of Education Mission Statement - The Placer County Office of Education provides successful educational programs designed to educate a wide variety of students with diverse needs, birth through adult.

Placer County Court and Community Schools Mission Statement - To increase student achievement through rigorous and meaningful instruction to all students.

School Profile

Situated in the Sierra Foothills, Placer County Office of Education (PCOE) serves over 73,000 students in 16 school districts across Placer County. In order to serve the students of Placer County, PCOE provides an array of programs and services to meet student needs. This task is accomplished by providing high quality specialized programs for students; recruiting, retaining, and developing highly qualified staff; and monitoring fiscal accountability and expenditures.

PCOE Court and Community School typically serves students for less than one year. Students are placed in specific programs due to incarceration, court order, expulsions, probation referral or voluntarily through the School Attendance Review Board (SARB) process.

Koinonia Community School serves students who are receiving treatment related to substance abuse and currently live in Koinonia Group Homes located in Placer County. Through collaborative efforts with the Placer Children's System of Care (CSOC), Placer County Probation Department and local volunteer organizations, Koinonia Group Homes offer Koinonia Community School students substance-abuse counseling services on and off site. Koinonia Community School provides Common Core Standards based curriculum and instruction to students in grades 7-12. Whole group instruction, as well as individualized interventions, are provided to increase academic achievement. Career Technical Education is currently provided. Academic and Career Counseling is provided and a broad course of study is available using a blended model of in-class instruction and on-line coursework. Koinonia Community School typically serves 25-30 students at any one time. However, a large percentage of these students transfer in and out of the program throughout the school year.

The Tahoe-Truckee Community School is a partnership between the Placer County Office of Education and the Tahoe-Truckee Unified School District. Tahoe-Truckee Community School provides intensive intervention tailored to students' academic and social-emotional needs. Common Core Standards-based curriculum and instruction are provided to students in grades 7-12. Whole group instruction, as well as individualized interventions, facilitate academic, social, and emotional achievement. Tahoe-Truckee Community School has a low teacher-student ratio which enables teachers to provide differentiated, meaningful and rigorous instruction to all students. Tahoe-Truckee Community School provides counseling to students in need of social-emotional support, substance abuse awareness instruction and interventions related to anger management and appropriate choice making. Academic and Career Counseling is provided to all students. Tahoe-Truckee Community School typically serves between 12 and 15 students at any one time, however, a large percentage of these students transfer in and out of the program throughout the school year.

The Honour Schaps Court School is operated by the Placer County Office of Education and serves incarcerated youth in our community. Honour Schaps Court School provides intensive intervention tailored to students' academic and social-emotional needs. Common Core Standards based curriculum and instruction are provided to all students. Whole group instruction, as well as individualized interventions, facilitate academic, social and emotional achievement. Honour Schaps Court School has a low staff to student ratio which enables teachers to provide differentiated, meaningful and rigorous instruction to all students. Honour Schaps Court School provides counseling to students in need of social-emotional support and interventions related to anger-management and appropriate choice making. Academic and Career Counseling is provided and a broad course of study is available using a blended model of in-class instruction and on-line coursework. A significant majority of students who attend Honour Schaps School are enrolled for less than 30 days.

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).

The results from the latest California Healthy Kids Survey administered to students enrolled in the Placer County Office of Education Court and Community School revealed a number of meaningful data points. Ninety-three percent (93%) of students report feeling very safe, safe, or neither safe or unsafe at school. Similarly, eighty-seven percent (87%) of students believe teachers treat them fairly. In terms of academic motivation, ninety-three percent (93%) of students responded strongly agree, agree, or were neutral when asked if they try hard to make sure they are good at schoolwork. Since many of our students show gaps in academic achievement, it is encouraging to know they are motivated to do well in school.

Ninety-three percent (93%) of students believe there is a teacher or some other adult who always wants them to do their best. Ensuring our students feel supported is a cornerstone of establishing strong school culture. Sixty-three percent (63%) of our students indicated they are not involved in deciding class activities or rules. This is an area to be reviewed and addressed.

Classroom Observations

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

Informal observations occur monthly and each staff member is evaluated every two years. Instructional Coaching is provided to all teachers.

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

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

Since our programs serve alternative education students, we make the assumption that the vast majority of students will have performance gaps when compared to their same aged peers at comprehensive school sites. Local data will assist us in determining if there are additional performance gaps within our programs that must be addressed; therefore, we will not report disaggregated data from CAASPP. The team decided to measure one or more years of growth as well as "some" growth since we have many short-term students (enrolled less than 6 months). The data collected is continually analyzed and used to inform instruction to increase student learning. Instructional coaches are utilized to modify and improve instruction and student achievement.

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

Our local data shows that our LCAP actions and services have led to improved performance for our targeted students. The use of the MAP assessment has provided pre- and post-test information that has then been used to differentiate instruction to increase student performance. Instructional coaching has been instrumental in providing teachers with content training, demonstration lessons, co-plan/co-teach opportunities and observation/feedback to improve instruction. Our ongoing PLCs have allowed teachers to implement, revise and monitor formative assessments. The ability to analyze data both from formative and summative assessments in order to plan instruction to support individual student outcomes has been successful and will continue next year. Universal Design for Learning (UDL) will continue to support instructional practices with an emphasis on lesson design and using best practices.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

We have 0% of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.

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

Teachers are properly credentialed and receive ongoing teacher professional development in the following areas:

- a) Provided Professional Development for State Adopted Standards
- b) Provided Educational Technology Training (Canvas and One Drive) through PCOE Educational Services and Information Technology departments
- c) Provided Universal Design for Learning (UDL), Trainer of Trainers Professional Development UDL, Cultural Competency
- d) Provided Instructional Coaching; content & delivery training for teachers, initial training, demonstration lessons, co-plan/co-teach sessions, observations/feedback
- e) Continued to implement and assess the effectiveness of Cultural Competency Professional Development

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

Professional development for Common Core State Standards, Educational Technology training, Universal Design for Learning (UDL) will continue to be provided to all teachers. Based on teacher feedback, teachers will continue to receive instructional support through the use of the instructional coaches. Teachers indicate that the support from the instructional coaches has been helpful and request that it continue. An emphasis will be placed on lesson design and implementation using best practices. Additional professional development and instructional coaching on adopted Common Core curriculum and ELA materials will be added. We will continue to use Cyber High for credit recovery, acceleration and targeted intervention.

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

We will continue to use instructional coaches and content experts to support our teachers.

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

Teachers have monthly PLC meetings in which they are collaborating across grade levels and departments.

Teaching and Learning

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

PCOE selected Common Core curriculum that is properly aligned and will continue to use Cyber High for credit recovery, acceleration and targeted intervention.

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

All teachers continue to adhere to the recommended instructional minutes for reading/language arts and mathematics and provide supplemental instructional minutes to support the needs of students.

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

Teachers collaborate with instructional coaches on lesson design and delivery to include pacing and possible interventions. The master schedule is designed to be flexible and meet the needs of all students.

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

Common Core standards based curriculum and instruction are provided to all students. Whole group instruction, as well as individualized interventions, facilitate academic, social and emotional achievement. All students have standards-based instructional materials that are appropriate to student groups.

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

Teachers use SBE-adopted and Common Core aligned instructional materials. High school students have access to standards-aligned coursework. Blended programming provides both traditional classes and an on-line learning platform with A-G course options,

Opportunity and Equal Educational Access

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

As an LEA, PCOE will be taking the following steps to enable underperforming students to meet standards:

- a) Providing Instructional Coaching for all teachers with an emphasis on English Language Development (ELD) professional development
- b) Providing academic intervention, small group instruction and extended year learning opportunities
- c) Providing Bilingual parent liaison support and school academic counselor to assist with parent information and support
- d) Providing Career Technical Education courses at Koinonia Community School and Honour Schaps (Juvenile Detention Facility)
- e) Providing academic counseling at Koinonia Community School

14. Research-based educational practices to raise student achievement

Universal Design for Learning (UDL) will continue to support instructional practices with an emphasis on lesson design and using best practices. The implementation of PBIS and Cultural Competency professional development continues to improve student outcomes.

Parental Involvement

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

Obtaining parent input and participation can be challenging due to the transient nature of student enrollment in the programs provided. Many of the parents/guardians of our students live in other counties in California. Parents/Guardians/Community members are encouraged to attend monthly school site council/LCAP meetings, complete the California Healthy Kids Survey parent survey and attend stakeholder feedback meetings. Parents of students with exceptional needs also need additional support. Therefore, parents of children with exceptional needs meet with an academic counselor as well as participate in the IEP process in order to fully participate in their child's education. Some parents also need ongoing language support in order to adequately address attendance issues.

16. 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, parents and staff participated in the district-wide California Healthy Kids Survey (CHKS). Students were surveyed for connectedness, safety, and engagement. Further discussions in District Leadership Team meetings, Local Control Accountability Plan (LCAP) stakeholder meetings, School Site Council meetings and PTO meetings focused on areas of need and an analysis of student data. The findings of the CHKS indicate that fifty percent (50%) of parents strongly agree and twenty-two percent (22%) of parents agree with the following statement: Schools allow input and welcome parents' contributions. Thirteen percent (13%) of parents disagree with this statement.

During stakeholder meetings, parents wanted to make sure pacing of instruction and course schedules did not interfere with substance abuse treatment. All parents would like their child to graduate on time (not early), after completing their substance abuse treatment program. Appropriate academic counseling and planning was discussed at length and will be a component of the 2017-2020 LCAP. Parents would like to ensure that CSTEM funding for Programming/Robotics courses will continue and this was confirmed. Parents noted that enrichment programs and materials (kilt for Honour Schaps, outdoor environmental education experiences for Koinonia and Tahoe Truckee) had educational value and would like these programs to continue.

Funding

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

Supplemental and Concentration funds will be used to support the following actions:

Limited to Unduplicated Student Group:

Bilingual parent liaison to support SARB process and reduce truancy rate of English Learners:

This service is provided for Tahoe Truckee Community School students and parents. Eighty-six point sixty-seven percent (86.67%) of the students enrolled in the Tahoe Truckee Community School are Hispanic and many of their parents have limited English language skills. Thirty-three point three percent (33.3%) of students who attend Tahoe Truckee Community School are English Learners and seventy percent (70%) of students who attend Tahoe Truckee Community School are chronically truant. This action supports our MTSS Tier 2 and 3 interventions related to improving attendance and Positive Behavior Intervention and Supports (PBIS) implementation. The implementation of this action will provide directed support to EL students whose lack of attendance is impacting their educational performance. Attendance rates and chronic truancy rates will be closely monitored to determine if this action results in increased student engagement and achievement.

LEA Wide:

Counseling/Social Emotional Learning services provided by school psychologist to provide social-emotional supports to all unduplicated groups:

This service is provided in our alternative settings for incarcerated, expelled, court ordered, Probation/SARB referred youth. Eighty-nine point 1 percent (89.1%) of students in these particular schools are unduplicated. Evidence based social emotional learning programs and individual counseling are important components of our MTSS Tier 2 and 3 interventions. The implementation of this action will support all of our unduplicated students, many of whom have experienced trauma, or have other mental health and substance abuse needs. The results of the California Healthy Kids Survey will be utilized to determine if this action is improving the mental health of our students. Specifically, the areas of Substance Use and Academic Motivation will be closely monitored to determine if this action is effective

18. Fiscal support (EPC)

Placer County Court and Community School is a component of the Placer County Office of Education (PCOE) County School Service Fund budget (CSSF). The General Operating Budget for the Court and Community Schools, that is not included in the goals and actions of the LCAP is \$1.1 million to fund the base instructional program including classroom teachers, supplies, technology, facilities, clerical and administrative support. The Court and Community School is a relatively small piece of the CSSF budget. The CSSF budget also includes:

- a) \$20.8 million used to operate regional Special Education classes and to support school districts throughout Placer County
- b) \$6.1 million for Career Technical Education programs and to operate regional classes
- c) \$5.2 million for a wide range of professional development that serves staff throughout Placer County and neighboring counties
- d) \$9.6 million for administrative and financial guidance or services (including required fiscal oversight) for internal PCOE programs and school districts in Placer County
- e) \$3.6 million for technology coordination, equipment, services and support to PCOE programs and school districts in Placer County
- f) \$1.7 million is allocated for facilities and maintenance operations for all PCOE locations
- g) \$0.8 million contributed for Early Childhood Education activities at various sites throughout Placer County

Description of Barriers and Related School Goals

PCOE Court and Community School serves alternative education students in grades K-12 who are often transient and enrolled in our programs for less than six months. This means our classrooms serve multiple grade levels in one room, and instruction must be tailored to meet various readiness levels.

Students in the Court and Community school are referred to us as a result of expulsion, probation, incarceration, homelessness, substance abuse or through the Student Attendance Review Board (SARB) process. As such, our students come from a variety of academic, social, and emotional backgrounds. Many of our students and their parents have not had positive experiences in school.

Goal #1: Fifty-four percent (54%) of students who attend PCOE Court and Community school programs with pre and post assessment data will demonstrate one year or more of growth on local assessments in Reading during the 2019-2020 school year. Forty-eight percent (48%) of students who attend PCOE Court and Community school programs with pre and post assessment data will demonstrate one year or more of growth on local assessments in Language Usage during the 2019-2020 school year.

Goal #2: Fifty-two percent (52%) of students who attend PCOE Court and Community school programs with pre- and post-assessment data will demonstrate one year or more of growth on local assessments in Mathematics during the 2019-2020 school year.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	1	*		1	*		1	*		100	*	
Grade 8	4	*		4	*		3	*		100	*	
Grade 11	17	17	17	12	11	13	12	11	13	70.6	64.7	76.5
All Grades	22	21	17	17	15	13	16	15	13	77.3	71.4	76.5

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2522.8	2424.0	2420.0	0	0.00	0.00	8	0.00	0.00	67	0.00	15.38	25	100.0	84.62
All Grades	N/A	N/A	N/A	0	0.00	0.00	6	0.00	0.00	63	0.00	15.38	31	100.0	84.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	8	0.00	0.00	58	18.18	30.77	33	81.82	69.23
All Grades	6	0.00	0.00	63	20.00	30.77	31	80.00	69.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0	0.00	0.00	42	0.00	15.38	58	100.0	84.62
All Grades	0	0.00	0.00	38	0.00	15.38	63	100.0	84.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0	0.00	0.00	83	63.64	30.77	17	36.36	69.23
All Grades	0	0.00	0.00	88	66.67	30.77	13	33.33	69.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0	0.00	0.00	75	18.18	23.08	25	81.82	76.92
All Grades	0	0.00	0.00	75	13.33	23.08	25	86.67	76.92

Conclusions based on this data:

1. An extremely small number of students are eligible to participate in the CAASPP English Language Arts (ELA) assessment in each of the past three years - last year, only 17 students were eligible. A higher percent of eligible 11th grade students completed the CAASPP ELA assessment in 2017-18 than either of the prior two years. With approximately 3 out of 4 students participating, this is an area for improvement for PCOE Court and Community School.
2. The percent of all students who nearly met the standard in ELA increased from 0% in 2016-17 to 15% in 2017-18. The 17 students showed areas of relative strength in Reading and Listening with 31% (5 students) at or near the standard. Writing is an area of growth for our students; 15% of students performed at or near the standard.
3. A higher percentage of students performed at or near the standard in 2017-18 than 2016-17 in Reading, Writing, and Research/Inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	1	*		1	*		1	*		100	*	
Grade 8	4	*		4	*		3	*		100	*	
Grade 11	17	18	18	12	11	13	12	11	13	70.6	61.1	72.2
All Grades	22	22	18	17	15	13	16	15	13	77.3	68.2	72.2

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2457.5	2428.7	2394.1	0	0.00	0.00	0	0.00	0.00	0	9.09	0.00	100	90.91	100.0
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	0.00	0	6.67	0.00	100	93.33	100.0

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18			
Grade 7	*	*		*	*		*	*				
Grade 8	*	*		*	*		*	*				
Grade 11	0	0.00	0.00	0	9.09	0.00	100	90.91	100.0			
All Grades	0	0.00	0.00	0	6.67	0.00	100	93.33	100.0			

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0	0.00	0.00	17	9.09	0.00	83	90.91	100.0
All Grades	0	0.00	0.00	25	13.33	0.00	75	86.67	100.0

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	0	0.00	0.00	67	45.45	30.77	33	54.55	69.23
All Grades	0	0.00	0.00	50	40.00	30.77	50	60.00	69.23

Conclusions based on this data:

1. An extremely small number of students are eligible to participate in the CAASPP Math assessment in each of the past three years - last year, only 18 students were eligible. A higher percent of eligible 11th grade students completed the CAASPP Math assessment in 2017-18 than either of the prior two years. With approximately 3 out of 4 students participating, this is an area for improvement for PCOE Court and Community School.
2. Student performance on the CAASPP Math assessment has remained relatively constant over the past three years; all or nearly all PCOE Court and Community students did not meet the standard each year.
3. Communicating Reasoning has consistently been an area of relative strength for our students. In each of the last three years, a higher percentage of students performed at or near the standard in this Math claim than the other two claims.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 11			*	*					*
Grade 12	*	*			*	*			*
All Grades	*	*	*	*	*	*			*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 11			*	*					*
Grade 12	*	*	*	*					*
All Grades	*	*	*	*					*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 11					*	*			*
Grade 12	*	*					*	*	*
All Grades	*	*			*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 11			*	*			*
Grade 12	*	*	*	*			*
All Grades	*	*	*	*			*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 11	*	*					*
Grade 12	*	*					*
All Grades	*	*					*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 11					*	*	*
Grade 12	*	*			*	*	*
All Grades	*	*			*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 11			*	*			*
Grade 12	*	*	*	*			*
All Grades	*	*	*	*			*

Conclusions based on this data:

1. PCOE Court and Community school had fewer than 10 English Learner students tested in each of the past three years. In order to protect student privacy, no data is publicly available.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
36	88.9%	13.9%	69.4%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	13.9%
Foster Youth	25	69.4%
Socioeconomically Disadvantaged	32	88.9%
Students with Disabilities	12	33.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	2.8%
Hispanic	24	66.7%
White	11	30.6%








Conclusions based on this data:

1. PCOE Court and Community School has a small population of 36 students.
2. Two out of three students (66.7%) identify as Hispanic.
3. Nearly nine of out ten (88.9%) students are Socioeconomically Disadvantaged, and one third (33.3%) are students with disabilities. 14% of students are English Learners, and 69% of students are Foster Youth.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>No Performance Color</p>	<p>Graduation Rate</p>  <p>No Performance Color</p>	<p>Suspension Rate</p>  <p>Yellow</p>
<p>Mathematics</p>  <p>No Performance Color</p>	<p>Chronic Absenteeism</p>  <p>No Performance Color</p>	
<p>English Learner Progress</p>  <p>No Performance Color</p>		
<p>College/Career</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. PCOE Court and Community School has a small student population. At least 30 students are needed to receive a color for any indicator. Only the Suspension Rate group had enough eligible students to receive a color.
2. For Suspension Rate, PCOE Court and Community school received a color of yellow, indicating that all students received a medium rate of suspensions (4% of students suspended at least once), and this rate was maintained (0% change) from 2017 to 2018.

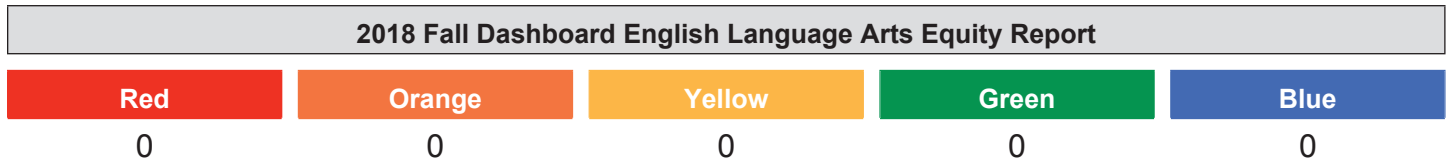
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 4 students

Conclusions based on this data:

1. Less than 11 students in grades 3-8 and grade 11 took the 2018 English Language Arts CAASPP. Therefore, PCOE Court and Community School did not receive a status, change or color on the 2018 Dashboard.

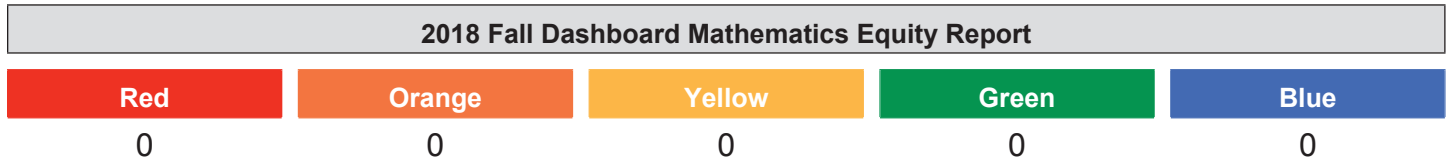
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 4 students

Conclusions based on this data:

1. Less than 11 students in grades 3-8 and grade 11 took the 2018 Math CAASPP. Therefore, PCOE Court and Community School did not receive a status, change or color on the 2018 Dashboard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1. Less than 11 English Learners took the ELPAC in 2017-18. Therefore, PCOE Court and Community School did not receive a status for the English Learner Progress Indicator on the 2018 Dashboard.

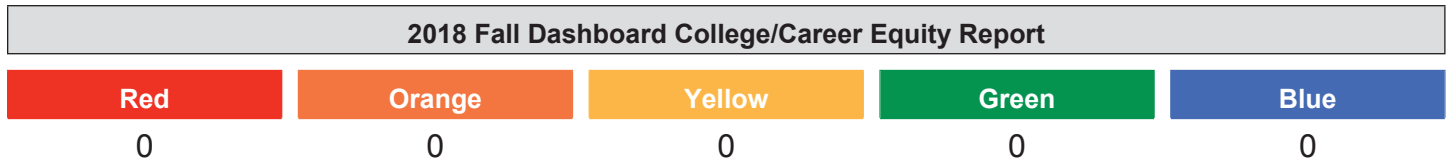
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0% prepared Maintained 0% 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0% prepared Maintained 0% 12 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0% prepared Maintained 0% 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0% prepared 13 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	0 Prepared	0 Prepared
Approaching Prepared	0 Approaching Prepared	5.9 Approaching Prepared
Not Prepared	100 Not Prepared	94.1 Not Prepared

Conclusions based on this data:

1. Because fewer than 30 students are eligible for the College and Career Indicator, PCOE Court and Community School did not receive a color on the 2018 Dashboard. Of the 17 students eligible, 0 students received a status of prepared. Six percent (6%) are approaching prepared. Many of these students are transient and are in our programs for less than six months.
2. PCOE is crafting a robust program of options for workforce readiness including a Career Readiness certificate, a Food Handler certificate and Career Technical Education classes.
3. PCOE is hopeful future Dashboard data will include alternative methods of measuring career readiness for court and community school students.

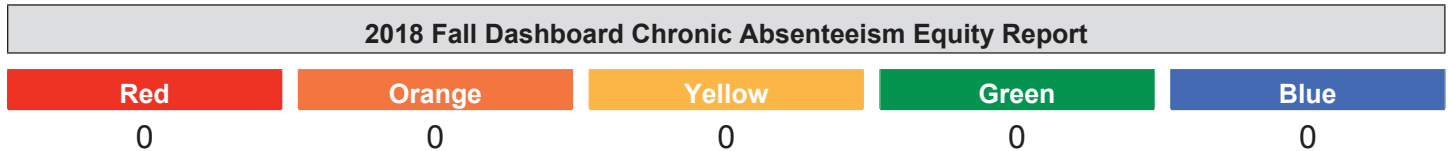
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

Conclusions based on this data:

1. Only one student was enrolled for at least 31 consecutive days and attended at least one day. Therefore, PCOE Court and Community School did not receive a status, change or color for Chronic Absenteeism on the 2018 Dashboard.

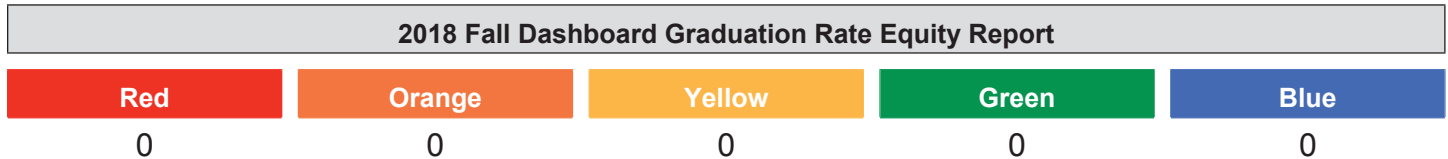
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>82.4% graduated</p> <p>Increased +9%</p> <p>17 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>75% graduated</p> <p>Maintained -1.9%</p> <p>12 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>82.4% graduated</p> <p>Increased +10.9%</p> <p>17 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 76.9% graduated 13 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
73.3% graduated	82.4% graduated

Conclusions based on this data:

1. Fewer than 30 students were included in the one-year Graduation Cohort. Therefore, PCOE Court and Community School did not receive a color for Graduation Rate on the 2018 Dashboard. Of the 17 students included, eighty-two point four percent (82.4%) graduated. This was a significant increase of nine percent (9%) from the previous year.
2. Seventy-five percent (75%) of the 12 Foster Youth students, seventy-six point nine percent (76.9%) of Hispanic students, and eighty-two point four percent (82.4%) of Socioeconomic Disadvantaged students graduated with their one-year cohort.
3. Socioeconomic Disadvantaged students showed the greatest increase with ten point nine percent (10.9%) more students graduating in 2018 than 2017.

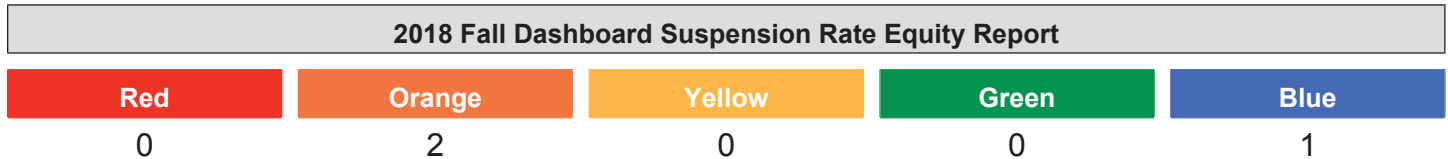
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 4% suspended at least once Maintained 0% 100 students	 No Performance Color 0% suspended at least once Maintained 0% 11 students	 Blue 0% suspended at least once Maintained 0% 71 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Orange 3.3% suspended at least once Increased 2.1% 92 students	 No Performance Color 4.3% suspended at least once Declined -9.9% 23 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.4% suspended at least once Increased 0.4% 54 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 39 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	4% suspended at least once	4% suspended at least once

Conclusions based on this data:

1. Of the 100 students counted in the Suspension Rate Indicator, four percent (4%) were suspended at least one time. There was a zero percent (0%) change in Suspension Rate between 2016-17 and 2017-18. All students received a color of yellow on the 2018 Dashboard.
2. Foster Youth (0%) and Socioeconomically Disadvantaged (3.3%) students were less likely to be suspended than all students and received blue and orange indicator, respectively.
3. Hispanic students (7.7%) were more likely than all students to be suspended at least once and received an orange indicator.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA/LCAP GOAL: All students will receive the most effective initial instruction in an optimal learning environment. This includes specific learning objectives, modeling, differentiated learning, opportunities for practice and integrated assessments.
SCHOOL GOAL #1: Fifty-four percent (54%) of students who attend PCOE Court and Community school programs with pre and post assessment data will demonstrate one year or more of growth on local assessments in Reading during the 2019-2020 school year. Forty-eight percent (48%) of students who attend PCOE Court and Community school programs with pre and post assessment data will demonstrate one year or more of growth on local assessments in Language Usage during the 2019-2020 school year.
Data Used to Form this Goal: NWEA MAP testing ELPAC
Findings from the Analysis of this Data: NWEA MAP and ELPAC data for the 2018-2019 school year will be available in June of 2019. The SPSA goals are aligned with the Local Control Accountability Plan. 2017-2018 percentage of students with pre and post assessment data made one or more year of growth on NWEA MAP in Reading - Forty-two percent (42%) 2017-2018 Percentage of students with pre and post assessment data made one or more year of growth on NWEA MAP in Language Usage - Fifty-eight percent (58%) 2017-2018 ELPAC Data: Thirty-three percent (33%) of English Learners reached language levels 4 or 5 on the ELPAC Assessment Twelve point five percent (12.5%) of EL students were reclassified
How the School will Evaluate the Progress of this Goal: Weekly, monthly, quarterly, and annual program monitoring and evaluation using formative assessments and benchmark testing through NWEA MAP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide access to models of extended education, academic success, and opportunities for application of student knowledge	(2019-2020 school year)	Alternative Education Administration, Teachers Counselors	College visitations, student participation in application enhanced programs such as science camp/lab, robotics, etc. In addition, the use of curriculum support through supplemental materials and instruction fostering problem solving through critical thinking		Title I Part A: Allocation	5,000.

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL: All students will receive the most effective initial instruction in an optimal learning environment. This includes specific learning objectives, modeling, differentiated learning, opportunities for practice and integrated assessments.
SCHOOL GOAL #2: Fifty-two percent (52%) of students who attend PCOE Court and Community school programs with pre- and post-assessment data will demonstrate one year or more of growth on local assessments in Mathematics during the 2019-2020 school year.
Data Used to Form this Goal: NWEA MAP testing ELPAC
Findings from the Analysis of this Data: NWEA MAP data for the 2018-2019 school year will be available in June of 2019. The SPSA goals are aligned with the Local Control Accountability Plan. 2017-2018 Percentage of students with pre and post assessment made one or more year of growth on NWEA MAP in Math - Forty-nine percent (49%) 2017-2018 ELPAC Data: Thirty-three percent (33%) of English Learners reached language levels 4 or 5 on the ELPAC Assessment Twelve point five percent (12.5%) of English Learners were reclassified
How the School will Evaluate the Progress of this Goal: Weekly, monthly, quarterly, and annual program monitoring and evaluation using formative assessments and benchmark testing through NWEA MAP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide access to models of extended education, academic success, and opportunities for application of student knowledge	2019-2020 school year	Alternative Education Administration and Staff	College visitations, student participation in application enhanced programs such as science camp/lab, robotics, etc. In addition, the use of curriculum support through supplemental materials and instruction fostering problem solving through critical thinking		Title I Part A: Allocation	5,000.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	10,000.	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	10,000.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Susan Connolly	X				
Jennifer Turner		X			
Debby Lum		X			
Tom McCormick		X			
Mike DePew		X			
Stephanie Schau			X		
Scott Myers				X	
Bill Ryland				X	
Anthony Cisneros - Chair					X
Erika Montez Ginez					X
Colby Walters					X
Melanie Esque				X	
Numbers of members of each category:	1	4	1	3	3

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC 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 Program 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 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on March 14th, 2019.

Attested:

Susan Connolly

Typed Name of School Principal



Signature of School Principal

3-14-19

Date

Anthony Cisneros

Typed Name of SSC Chairperson



Signature of SSC Chairperson

3.14.19

Date