

Single Plan for Student Achievement



2018-2019

School: Santa Clara Court School

District: Santa Clara County Office of Education

County-District School (CDS) Code: 43204394330254

Principal: Joel Leagans

Date of this revision:
6/13/2018

The Single 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.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	David Putney
Position:	Director, Alternative Education
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The District Governing Board approved this revision of the SPSA on



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OUR VISION, MISSION AND SERVICES

- **AED VISION...**

To be "models of excellence in student learning and well-being" we are committed to instruct, inspire and support our students by providing opportunities for them to discover their potential, develop their character, and maximize learning so they may become independent, life-long learners and productive citizens.

- **OUR MISSION...**

Our students will learn in a personalized environment that fosters human dignity and promotes academic, social, emotional and personal success.

- **OUR SERVICES**

The Alternative Education Department (AED) provides educational services for students who have been unsuccessful in other educational settings for a variety of reasons, including, but not limited to: social, emotional, economic, and legal issues. Our Community Schools serving students released from their home districts. AED emphasizes improving students' literacy, numeracy and social skills. AED also provides opportunities for preparation for future employment through job development, Career and Technical Education (CTE) courses and the High School Equivalency Test (HiSET). All students participate in the California Assessment of Student Performance and Progress (CAASPP). Our Course of Studies in the core subject areas address the California Academic Content Standards, and students actively earn credits toward graduation.

Santa Clara County Office of Education Alternative Education Department is fully accredited by the Western Association of Schools and Colleges (WASC) and is committed to providing an educational environment that promotes the development of literacy, 21st century skills, resiliency and appropriate social skills that will help our students to have a successful life.

Form A: Planned Improvements in Student Performance

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 academic performance index and adequate yearly progress growth 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:

<p>What data did you use to form these goals? Assessment scores (CAASPP interim and summative assessments in ELA and math; benchmark assessments in reading and math); parent, student and staff feedback obtained through surveys, including the LCAP Priorities survey and the California Healthy Kids Survey in 2016-2017.</p>	<p>What were the findings from the analysis of this data? We have identified staff professional development, English Language Development curriculum implementation and assessment supporting the implementation of standards-based curriculum as areas of need for the LEA.</p>	<p>How will the school evaluate the progress of these goals? Ongoing classroom walkthroughs by AED principals and administration using standard protocol; student benchmark exam scores in math and reading and CAASPP results in math and English language arts; staff/student/parent surveys; data analysis of school attendance rates, middle school dropout rates, high school graduation rates, student suspension rates, chronic absenteeism rates; and agendas/sign-in sheets for staff professional development meetings and events.</p>
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LCAP Goal 1: All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

Subgoal	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.3 ELL students will be accurately assessed and appropriate curriculum will be provided to meet individual student needs.	Leland Noble Maggie Blanco	Continue utilizing with fewer subscriptions.	Title I Rosette Stone Software \$2,500 Downloads/ Subscriptions (5830)
1.3	Leland Noble Stephen Schwimmer Lanelle Faraj Aeth Manuel	Achieve 3000 Continue Implementing	Title I Achieve 3000 Software \$15,225 Downloads/ Subscriptions (5830)
1.3	Aeth Manuel Ken Johnson Rochelle Velazquez Maggie Blanco	Continue developing reading program for all students and making monthly supplemental material requests. Teachers will continue utilizing periodicals to support learning through current events.	Title I Book Program \$7,000 Books/Materials (4300)

1.3	Director	Hire 2 ELL Para-Educators and an intervention support staff (or parent liaison).	Title 1 ELL Para-educators and Interventionist \$180,000 Contract (5800)
1.4 Students will have access to online curriculum and assessments and other technologies used for individualized learning (may include but not be limited to SBAC assessments.	Director, TSB	Finish purchasing laptops and charging stations to make sure every student in every class has a laptop and each classroom has a charging station. Upgrade router at Hall and at Ranch as needed for heightened internet performance.	Title I \$100,000 Large Capital (4368)
1.4	Aeth Manuel	Pilot Khan Academy software for supplemental classroom online support.	Title 1 \$10,000 Downloads/Subscriptions (5830)
1.7 Maximize student learning by providing a rich learning environment that integrates technology through collaboration.	Silicon Valley Creates Program, Principal	Art and video production courses will be offered at both Court School sites through Silicon Valley Creates.	Title 1 \$60,000 Silicon Valley Creates (5800)

LCAP Goal 2: All students will leave prepared for a successful transition to college and/or career.

Subgoal	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.1 Expand mentoring/internships, programs, and develop CTE pathways to promote job training, college transition and student employment.	College and Career Readiness Liaison	Continue funding program at same level as last year.	Title I ICEV Software \$2780 Downloads/Subscriptions (5830)
2.2 All students will have an individualized transition plan to identify career options-College and Career Planning and Workability	Director Stephen Schwimmer Michelle Decaro	Fund two College and Career Liaisons positions, one at each site to support all students in postsecondary readiness. Continue Funding Career Cruising at same level as last year.	Title I College and Career Liaisons \$100,000 (5800) Title I \$3,000 Downloads/Subscriptions (5830)

LCAP 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.

Subgoal	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>3.2 Involve and educate parents to become effective partners in their child's education and transition through:</p> <ul style="list-style-type: none">• School Site Council & English Language Advisory Committee• College & Career Fair Days• Parent Project• Honors Assemblies	<p>Director Maggie Blanco</p>	<p>Continue providing courses two in the fall and two in the spring, in English and Spanish.</p>	<p>Title I \$14,000 Parent Project Contracts/ Agreements (5800-5899)</p>

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.SWP.

Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$117,567	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$3,553	<input type="checkbox"/>

<input checked="" type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$54,659		<input type="checkbox"/>
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		N/A	<input type="checkbox"/>
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		N/A	Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		N/A	<input type="checkbox"/>
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		N/A	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other federal funds: Title I, Part A: Homeless Students	\$143,500		<input type="checkbox"/>
<input checked="" type="checkbox"/> Other federal funds Title I, Part A: Delinquent Students	\$66,156		<input type="checkbox"/>
<input checked="" type="checkbox"/> Other federal funds Title I, Alternative Supports	\$43,873		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$429,308		
Total amount of state and federal categorical funds allocated to this school	\$429,308		

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

The SSC is composed of the following members selected by peers. (EC §§ 52852, 64001(g).)

(a) In elementary schools, half the members consist of the principal, classroom teachers, and other school personnel. Classroom teachers make up a majority of this group. The remaining half of the members consists of parents or other community members selected by parents.

(b) In secondary schools, half of the members consist of the principal, classroom teachers, and other school personnel. Classroom teachers make up a majority of this group. The remaining half of the members consists of equal numbers of students selected by students, and parents or other community members selected by parents.

Names of Members-Role	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Joel Leagans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wendy Franco	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephen Schwimmer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ken Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leland Noble	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aeth Manuel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open Teacher/Alternate Michelle Decaro	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joyce Ortiz	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sally Casas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rochelle Velazquez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matthew Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bernadette Estes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ashanti Hayes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cynthia Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Open Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Glenn Sanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Open Student B3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Yulissa Caballero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Naomi Melendez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Open Student Ranch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1/1	5/6	3/3	4/5	3/5

Form E: 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:

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 Single 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 Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Signature _____ Signature
 - (list) Signature _____ 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: July 13, 2018.

Attested:

Joel Leagans
Joel Leagans Principal

Wendy Franco
Wendy Franco SSC President

[Signature] 6-27-18
Signature of School Principal Date

[Signature] 6-27-18
Sign of SSC President Date