

# 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	School Site Council (SSC) Approval Date	Local Board Approval Date
San Mateo County Office of Education Court and Community Schools	Hillcrest School at the Youth Services Center 41-10413-4130076 10 Loop Road, San Mateo, CA 94402	2/24/21	3/3/21
	Margaret J. Kemp School 41-10413-0128652 400 Paul Scannell, San Mateo, CA 94402		
	Canyon Oaks School 41-10413-0117143 400 Edmonds Road, Redwood City, CA 94062		
	Gateway Community School 41-10413-0113332 35 Tower Road, San Mateo, CA 94402		

## 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)

Comprehensive Support and Improvement

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.

Due to the Shelter in Place order in March of 2020, compliance planning for 2019 – 2020 shifted. In March of 2020 the Court and Community schools needed to pivot to a distance education model. Initially we offered paper packets to students; but with the support of SMCOE Coordinators, SMCOE IT staff, SMCOE leadership and the SMCOE Board, we created new protocols, purchased equipment and educational applications, and began working to move the court and community students to online virtual learning. Over the summer we achieved the ability to bring students back to school in person through work with the San Mateo County Office of Education and San Mateo County Health Department. During the summer all teachers went through extensive training to understand online

learning instruction. In fall 2020, we focused our improvement efforts on meeting the whole student including instruction, social-emotional needs, family engagement, and food and housing insecurities, etc. We worked with partners such as our high school districts, probation, mental health providers, and foster youth liaisons to assure that students were getting what they needed. While we were not able to finish our 2019 – 2020 SPSA, our Differentiated Assistance work, or our Comprehensive and Support planning process due to the spring Shelter in Place order, we continued to work on our continuous improvement model of adapting, changing, and checking on progress. The schools' site council continues to monitor student progress and compliance needs, and we are now refocusing on documenting the improvement process. One other item of note is a steep decline in program enrollment over the past two years. Due to the COVID 19 pandemic and racial inequities across all systems, more students were moved to their homes rather than incarcerated. Also, due to the online virtual learning option, more of our high schools opted to keep their students rather than send them to our community school Gateway.

After continuing in distance learning again in the fall, in early December 2020, we arranged to bring students back to in-person learning. It became apparent that it was absolutely necessary to work with our student population in a safe but “face to face” way. As shown by our recent survey as of 2/22/21, 18/27 students chose a 5/5 for the importance of being in person and another 3 students chose a 4/5. Bringing high school students back took a combination of caring and willing staff, strong school leadership, a robust ‘district office’ team at the SMCOE offices, a superintendent who believed we could do it safely, a willing facilities crew and parents and probation who trusted us and were willing to send their children. This change then shifted everything yet again. We were able to work with all parties in order to bring students back successfully and safely and this ability has allowed us to stay open through the winter. Both staff and students report benefits of in person learning.

## Stakeholder Involvement

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

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

Several evening meetings took place in 2019. In addition, surveys were given to students and parents/guardians in August 2020. Parents were also contacted by phone in the summer of 2020 to discuss the recalibration of education related to the Covid 19 pandemic. Surveys over the past two years from students and parents reflected what our data showed in 2018. Students at Gateway felt that suspension should not be utilized as a deterrent for behavior. But also, overarchingly, students felt that they were making successful strides in their goals and parents were satisfied with the educational programming and often thankful. In the 2019 and 2020 years, staff worked tirelessly to learn, change, adapt and grow. Court and Community has adopted a growth mindset and teachers continue to hone their skills. With only one or two exceptions, the staff feel that there are open lines of communication between themselves, administration and leadership. The principal and vice principal have built a cohesive team focused on improving the programs for all students.

On February 22, 2021, we surveyed 27 students – all students were able to give feedback on this given day. While feedback will be intertwined into this SPSA; the data will also be utilized for the LCAP as well.

# Goals, Strategies, Expenditures, & Annual Review

## Goal 1

Through the use of formative, benchmark and interim assessments, instruction will impact student achievement that will result in higher student success which will make progress towards our goal of increasing C or higher grades, increasing credits and increasing foundational reading and math skills. Collectively these efforts will increase graduation rates. Students initially enrolled will be given the Measures of Academic Progress (MAP) assessment in the orientation class in order to clearly identify each student's specific strengths and weaknesses. This, then, will clarify how to build specific instructional strategies and curriculum for each student.

With the 2020-2021 differences in education due to the pandemic, both for virtual learning and for in-person learning, the school has not yet re-instituted the orientation class. However, the assistant principal, with the support of the lead teacher, has moved forward with MAP testing for each new arrival to the program.

### Identified Need

Hillcrest and Gateway were identified for Comprehensive Support and Improvement funding due, in part, to low assessment performance by students on the Smarter Balanced Assessment program for California. This tells us that students have current needs in instruction and gaps in their educational learning. In addition, in 2019, the Western Association of Schools and Colleges recommended that our staff start utilizing more frequent and informal assessment tools in order to determine the exact needs of each student. This will give teachers more knowledge of student understanding and progress. Formative assessments will show where targeted instruction is needed.

In the 2020-2021 year, teachers have had further professional development related to MAP testing. Once students receive their results, teachers are able to choose strands of particular academic standards on which to focus with each student. This allows teachers to individualize and group students for instruction. With the further addition of another new tool called, 'My Path', teachers will be able to monitor student knowledge and progress quickly and easily on a day to day basis.

### Annual Measurable Outcomes (2019- 2020)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Use of MAP Testing in Orientation Class	87% of Students MAP Tested	100% of Students MAP Tested
Graduation Rates (CSI Metric)	Base Line for Graduation Rate: 2018 – 2019 Data 81% Graduated	100% Graduated
SBAC Scores	Base Line: 18-19 Scores 11 <sup>th</sup> Grade 40% Met/Nearly Met ELA 4% Met/Nearly Met Math	10% Increase in ELA and Math Shelter in place Order – No Testing in Spring 2019

## Annual Measurable Outcomes (2020- 2021)

Metric/Indicator	Actual Outcome	Expected Outcome
Use of MAP Testing (alternative times for testing in place due to due to Covid)	100% Tested as 2/22/21	100% of Students MAP Tested
Local Graduation Data (alternative data used due to Covid) (CSI Metric)	2019-2020 9 Graduates in Spring/Summer 2020	100% Graduation Rates
SBAC Scores	2019-2020 Shelter in Place Order – No Testing Spring 2019 No Results	Had we tested, 10% Increase in ELA and Math from the 2018-2019 baseline.

### Strategy

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

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

All Students

#### Strategy

For the 2020 – 2021 year, the Court and Community schools will continue to make progress on instruction through both in-person and virtual opportunities, blended learning, and formative assessments. Utilizing CSI funds, in the summer of 2020, Gateway school was able to open during a window of time allowed through the San Mateo public health department. We were able to bus a small number of students to school and support their work earning credits. Survey data tells us that earning credits for students is a motivating factor and by utilizing all available tools, both digital and in person, students can earn the credits that they need for graduation and their futures.

Through continuing professional development, teachers will be able to make informed decisions about how to best meet the academic needs of each student. As we progress through these improvements, we have also been considering a tool called “My Path” which is part of the Edgenuity platform. “My Path” is an instructional platform that can be designed for individualized education in order to supplement or supplant instruction. In the Court and Community schools, we are going to be piloting this program as an additional step towards supporting each student’s individual needs. While students get daily instruction from their teachers, this blended-learning tool allows for students to continue to achieve and teachers to utilize mini-assessment tools frequently so that together, they can work through academic gaps.

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$6,995 – Edgenuity-My Path Subscription	ESSA CSI
\$13,328 – .10 FTE Head Teacher for Assessment	LCFF
\$37,303 – .20 FTE Assistant Principal for Professional Development on Formative Assessment	LCFF
\$102,565 – Summer School Costs for Gateway	ESSA CSI

## Annual Review

**SPSA Year Reviewed: 2019-2020**

### Analysis

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

The overall implementation of adding summer programming and adding frequent assessments, while happening with a relatively small group of students during the Covid 19 Pandemic, is showing gains through improved credits that have led to all students graduating in last year's cohort.

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

No major differences in budget; however, pending the 2020-2021 California State Summative Assessments, in 2021-2022, we will be able to review comparative data on SBAC scores.

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.

See above information for the small addition to goal for 2020-2021.

## Goal 2

Currently designated English Learners, as well as ‘re-designated’ English Learners, will have improved access to grade and age-appropriate subject content as they continue to build English fluency skills. If English Learners and ‘re-designated’ English Learners have access to grade-appropriate and scaffolded content via researched and integrated EL instructional strategies, the result will be improved grades, credits, and where appropriate, will result in each student increasing one level via the ELPAC (English Language Proficiency Assessment for California.)

In the 2020 – 2021 year, and as part of CSI funding, we have been able to contract with a research-based instructional company called EL Achieve in order to continue to go deeper with our understanding of how to provide adequate support for all levels of English Learners. EL Achieve works with all of the high school districts across San Mateo County. Thus, students will recognize similar strategies from their previous classrooms. The instruction that EL Achieve offers is good for all learners and all staff in the Court and Community program are attending the five-day training during the 2020-2021 school year. Adopting and embedding EL Achieve methodology will take several years.

### Identified Need

English learners continued to lag in terms of achievement. The clear gap between English learners and non-English learners across San Mateo County is significant in terms of grades, credits, access and graduation rates. The SMCOE school programs are no different. Focusing on instructional practices that support English learners along with diverse learners will create stronger learning for each student. These measures will support closing the achievement gaps between English learners and English speakers.

### Annual Measurable Outcomes (2019-2020)

Metric/Indicator	Actual Outcome	Expected Outcome
English Learner Professional Development Training for Staff	80%	100% (EL PD once per month)
English Learner ELPAC Scores	Base Line: 2018 – 2019 Summative Scores  Hillcrest 37.03% Proficient or Moderately Developed (62.97% Somewhat or minimally Developed)  Gateway 37.5% Proficient or Moderately Developed (62.5% Somewhat or minimally Developed)	2019 - 2020 Shelter in Place Order: We were able to test some students in the spring 2020. However, results are not valid.

## Annual Measurable Outcomes (2020-2021)

Metric/Indicator	Actual Outcome	Expected Outcome
English Learner Professional Development Training for Staff	Contracted with EL Achieve for the 2020 – 2021 school year. Training consists of five full days done by trainers for EL Achieve.	EL PD once a month
English Learner ELPAC Scores	Testing for the 7 English Learner students is behind schedule due to Covid. Initial ELPAC Testing beginning soon. 2/22/21	Initial and Summative Testing to reflect one level of improvement for each year-long EL Student.

### Strategy

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

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

English Learners

### Strategy

EL Achieve has a proven record of improving students' English reading, writing, fluency, vocabulary and communication. By teaching teachers how to approach lesson design with English Learners in mind, teachers can provide the framework that allows English Learners to access grade level content. Through EL Achieve professional development, we will better serve our English Learner population and thus when we have reliable scores, students should consistently raise one level of English fluency each year.

In addition, in the 2020-2021 year, we hired a Bilingual Family Counselor in order to better reach and serve our parent population – many of whom speak a language other than English. Having the counselor available to reach out and support families at all times provides families more access to the schools and is able to convey timely communications. In addition, our Bilingual Family Counselor is a reliable part of important meetings such as IEP's.

Lastly, we continue to provide a variety of tools for teachers to utilize with all students considered Newcomers, English Learners, and Long-Term English Learners. The English Language Arts curriculum, Study Sync, continues to be in the pilot phase; however, this particular curriculum has the benefit of offering high interest materials that integrate English Learner strategies throughout.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$98,246 – .50 FTE SMCOE English Language Development Coordinator	Title I, Part D

Amount(s)	Source(s)
\$1,880 – Newsela Accounts for Court and Community Teachers	LCFF
\$1,155 – Rosetta Stone Subscription	Title III, Part A
\$24,000 – Online Learning Platform Edgenuity Subscription with Translations	Title I, Part A
\$43,288 – .50 FTE Bilingual Family Counselor	Title I, Part D
\$45,239 – EL Achieve Contract for Professional Development and Materials	ESSA CSI
\$31,034 – .20 FTE ELD Teacher for Study Sync Pilot	LCFF

## Annual Review

**SPSA Year Reviewed: 2019-2020**

### Analysis

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

Under the guidance of our English Language Coordinator and with the implementation of EL Achieve, our teachers have begun the process of shifting to a greater understanding about embedding English language instruction into content areas for high school students.

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

No major differences.

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.

No major changes. See above goals for 2020-2021.

## Goal 3

Students will pursue mastery of future-ready skills through the use of digital tools and technology. As students become proficient at using digital tools and technology, students will be impacted by acquiring future-ready and job-skill knowledge that will result in skill building, stronger grades, and work readiness; thus, students will achieve progress toward our goal of improvement on the college and career indicator. The college and career indicator showcase life-readiness toward college and careers.

### Identified Need

Students need both high-engagement and real-life application of learning alongside career preparation. Employment and future-ready skills are critical. Some future-ready skills fall under the area of self-regulation and executive functioning skills and other future-ready skills fall under the area of understanding technology to leverage learning, resources, research and applications. These skills became essential to success in spring 2020 as we shifted into distance learning due to the shelter-in-place order.

2020-2021 continued to bring hardship in the form of a beginning-of-school in a distance learning model for safety. While teachers started the year with basic access to google classroom, we had an opportunity for a full day training by specialty distance educators. By continuing a contact between the San Mateo County Office of Education and the San Mateo Community College District, we were able to support the needs of teachers to begin the process of becoming engaging distance educators.

### Annual Measurable Outcomes (2019 – 2020)

Metric/Indicator	Actual Outcome	Expected Outcome
Dashboard Alternative School Status: College and Career Indicator	Baseline: Court and Community 2018 College and Career Indicator 20% 'Met'  Actual: Court and Community 2019 College and Career Indicator 42.1% 'Met'	10% Improvement

### Annual Measurable Outcomes (2020 – 2021)

Metric/Indicator	Actual Outcome	Expected Outcome
Dashboard Alternative School Status: College and Career Indicator	Actual: Court and Community 2020 College and Career Indicator TBD	10% Improvement from 2019

# Strategy

## Students to be Served by this Strategy/Activity

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

All Students

## Strategy

In order to strive toward meeting the needs of students during the time of this pandemic, in the fall of 2020, SMCOE Court and Community Schools had to pivot to meet the needs of both the students and teachers who were faced with offering education in a virtual space. The spring 2020 had prepared us with the hardware, but now the staff needed the training to bolster the instruction through apps and a combination of traditional methodology and new virtual learning techniques. Zoom licenses were purchased and school launched virtually.

## Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$89,375 – Technology Expenses: Chrome Books, Hot Spots, Computer Accessories, Zoom Video and Go Guardian

State

\$92,274 – .50 FTE SMCOE Innovative Learning and Technology Coordinator

LCFF

## Annual Review

**SPSA Year Reviewed: 2019-2020**

## Analysis

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

Teaching online is extremely complex and is no small endeavor. Teachers met the challenge head on by attending, learning and trying out lesson design as distance educators. Students, on the other side of the screen had to learn to navigate all manner of apps, assignments and new tools. While challenging at times, all staff and students who engaged in this process had to adapt to a growth mindset and bolster their grit. Each new skill learned was a future-ready skill and while some educational life will go back to pre-pandemic ways – the skills these students learned during this time will be usable in their future education and careers. In a recent survey on 2/22/21 students conveyed that they had a better understanding of apps such as Google Classroom, Zoom, Edgenuity and Carnegie Math.

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

No major difference.

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.

No changes to the goal. See above.

## Goal 4

Parent engagement will increase as each student enters our schools. When parent engagement increases, as shown through phone calls or attendance in live/virtual meetings beyond student transitions into and out of the court and community program, the impact will mean stronger student engagement, better attendance, and improved parent/teacher connection which will result in lower recidivism rates, lower suspension rates, and higher success rates once the student returns to his or her home school of residence. This will make progress in our goals of increasing parent education, parent engagement and parent support.

### Identified Need

Due to the nature of our families, many face challenges beyond the educational needs of their students. Our families often need assistance to learn, navigate, and advocate in the complex educational and probation systems. Part of our work with parents comes in the form of parent education. Many parents and guardians need to know how their child can move through high school and successfully move on to college and career. In addition, parent/guardians need to be school partners in order to support improved behaviors of students in school. It is essential that for success, we are able to highly engage our parent and guardian populations.

### Annual Measurable Outcomes (2019 – 2020)

Metric/Indicator	Actual Outcome	Expected Outcome
Parent Engagement Probation Engagement	<p>Baseline: Court and Community Two meetings per year per student (transition meeting/IEP &amp; parent eve)</p> <p>Actual: Court and Community Minimum five meetings per student's family/guardian/probation for the following:</p> <ul style="list-style-type: none"> <li>Technology Pick Up and Support</li> </ul>	Increased Frequent and Daily Engagement by Parents and Probation

Metric/Indicator	Actual Outcome	Expected Outcome
Suspension Rates at Gateway CSI Metric	<ul style="list-style-type: none"> <li>• Student Engagement Summaries</li> <li>• Training on Google Classroom, Go Guardian and other Apps</li> <li>• Social and Emotional Welfare Checks</li> <li>• Current and Future Planning for Student given Pandemic</li> </ul> <p>Baseline Gateway &lt;15 Students 2018 – 2019 Year Data: 30.2% Suspended</p> <p>2019 – 2020 Year Data: 25% Suspended</p>	25% Decreased Suspension Rates at Gateway Campus

### Annual Measurable Outcomes (2020 – 2021)

Metric/Indicator	Actual Outcome	Expected Outcome
Parent Engagement Probation Engagement	Actual: >5 meetings and /or communications to individual families per year.	Minimum five meetings per student's family/guardian/probation
Suspension Rates at Gateway CSI Metric	2020-2021 Year Data: 4.8% Suspended as of 2/22/21	25% Decreased Suspension rates at Gateway Campus

### Strategy

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

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

All Students

#### Strategy/Activity

Due to Covid and the ever-changing landscape, probation and the SMCOE administrators work closely together daily regarding students. In addition, the app Talking Points allows for quick, easy translations of mobile messages to parents. Lastly, the Bilingual Family Counselor is able to increase frequency in communication with families and guardians. Again, increasing communication will not only support students in their academic endeavors, but will also support the behavioral needs of our students and therefore lower suspension rates.

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$43,288 – .50 FTE Bilingual Family Counselor	Title I, Part D
\$7,000 – Translation Services with Avid: Used for documents, translation evenings, and transition meetings	LCFF
\$1,500 – Talking Points Application Subscription	LCFF

## Annual Review

### SPSA Year Reviewed: 2019-2020

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.

The overall effectiveness will be shown through Spring 2021 surveys of parents about the communication tools, types of communications and increased willingness to participate in parent opportunities such as parent education.

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

No major differences.

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.

Small changes to goal. See above.

## Goal 5

Research-based social emotional strategies will create positive outcomes for every student who transition out of the Court and Community Schools. As teachers and staff are further trained to utilize mental health tools for engagement, de-escalation, and regulation, students will show more resilience in regulating and re-integrating (when needed) into classwork more effectively. As students learn and gain skills in self-regulating techniques as well as supports to manage anxiety, depression, hopelessness, and low-confidence, students will continue to make strides both academically and personally. Outcomes will be shown as students positively transition to their home-district-of-residence or graduate. In both situations, student plans and actions for each will dictate success rates.

### Identified Need

The students in the San Mateo County Office of Education court and community schools have a high rate of trauma in their backgrounds. Many students thrive in organized yet therapeutic environments such as physical education, art, yoga or restorative practice events such as “circles.” The need in this area is great as, in general, students who have behaviors that manifest in ways such as disruption to the classroom, challenging of authority and other more common behaviors such as tobacco and drug use. In addition, students who do not understand their own behaviors often act out at home as well. The combination leads to a spiral of anger, low confidence, low achievement, and depression. Thus, staff and students will continue to be trained in utilizing researched-based tools, such as self-regulation and self-awareness.

### Annual Measurable Outcomes

Metric/Indicator	Actual Outcome	Expected Outcome
Transition Data: Students who Transitioned to their Home-District-of Residence	Baseline Data for 2020-2021: 97% of Students have Transitioned back to their Home-District-of-Residence or to an Out-of-County School	100% Re-enrollment in Home-District-of-Residence or Out-of-County School
Having a safe and stable environment and meeting the social emotional needs of students as shown by students' ability to continue to achieve.	On a student survey given 2/22/21, 21/27 students said earning credits was in the top three out of 17 choices of importance to them.	With SEL tools usage, students will reflect that they are able to focus on their education.

## Strategy

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

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

All Students

### Strategy/Activity

All students have access to staff trained in de-escalation skills. Students also have access to emotional support programs and confidence-building activities. All promote strong healthier self-confidence and self-efficacy. By embedding and focusing on students' mental health and social and emotional well-being throughout each day and each class, students are able to get the support they need to access academics.

### 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)
\$17,710 – .10 FTE Coordinator for Community Resiliency Model Training for Staff and Integration of Social Emotional Learning Framework, Spring 2021	LCFF
\$12,000 – Camp Lead Spring 2021	ESSA CSI
\$171,500 – Restorative Practices Consultant	Title I, Part D

## Goal 6

Through Career Technical Education programming and our partnership with the local community colleges through Project Change, life-skills, soft skills, career awareness, and technical skills will be built into the Court and Community programming for each student thus leading to higher rates of student “preparedness” on the Court and Community dashboard. By having more students ‘prepared’, students will be ready for independence with knowledge of life-skills, resources, employability, and responsibility. Also, ‘prepared’ status will mean that all students have achieved the common core requirements and all students will create a plan for achievement into a career.

## Identified Need

Court and Community School students need access and knowledge to tools that will help them design a future right for themselves. While typical students have access to information about community college, four-year colleges, and career opportunities, often times our students do not come to us with the same breadth of knowledge. We work closely with a variety of partners to support students through their time with SMCOE and to support their transitions beyond. Programs like Project Change at the community college district help support students with college registration and classes. While we have minimal access to career technical education programming at this time, with the possible assistance of the Community Schools Grant, we will be able to build out a more robust pathway for students thus allowing them a track toward specific career goals.

## Annual Measurable Outcomes

Metric/Indicator	Actual Outcome	Expected Outcome
<p>Alternative Dashboard College and Career Indicators:</p> <p>Specific Career Measure Options for DASS Schools</p> <ol style="list-style-type: none"> <li>1. Workforce Readiness (Strategic Skills) Certificate Program Completion</li> <li>2. Food Handler Certification Program Completion</li> <li>3. Pre-Apprenticeship Certification Program Completion</li> <li>4. Pre-Apprenticeship Program (non-certified) Completion</li> <li>5. State or Federal Job Program Completion</li> <li>6. WorkAbility I Work-Based Learning Program Completion</li> <li>7. Transition Partnership Program and Work-based Learning Completion</li> </ol>	<p>Baseline – New measurements adopted as of 2019. No data to report currently. Work in progress.</p>	<p>15% of Students will meet at least one of the ‘career measures’ by the end of the 2020-2021 school year.</p> <p>Likely we will choose a few areas to focus on for all students.</p> <p>#1 Workforce Readiness Certificate</p> <p>#2 Food Handler Certification</p> <p>#6 Workability Learning Program</p>

## Strategy

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

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

All Students

## Strategy/Activity

Through California Career Zone, the academic counselor is able to teach, support, track and maintain records of student's interest and career profiles. Each week she integrates into courses to spend time with students helping them develop an understanding and a plan for their futures. This is the first step toward having a full career technical education program in the Court and Community Schools. However, students at both Camp Kemp and Gateway have access to some career-type learning via school gardens. The garden experience is utilized for social emotional learning, science, and experiential learning.

### Proposed Expenditures for this Strategy

Amount(s)	Source(s)
\$130,402 – .80 FTE Academic Counselor	Title I, Part A
\$1,000 – California Career Zone Subscription	LCFF
\$554 – Gateway Gardening Project	LCFF
\$44,806 – .20 FTE We Can Work Coordinator	LCFF/Other Federal

## 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	\$ 534,615
Total Federal Funds Provided to the School from the LEA for CSI	\$ 170,283
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 1,016,442

## 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 (\$)
Other Federal – We Can Work	\$39,854

Subtotal of additional federal funds included for this school: \$39,854

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 (\$)
State Learning Loss Mitigation Funds	\$89,375

Subtotal of state or local funds included for this school: \$89,375

Total of federal, state, and/or local funds for this school: \$129,229