

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	2/26/20	
	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)

Schoolwide Program
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 protocol, 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. When fall 2020 began, we focused our improvement efforts on meeting the whole student – the instruction, the social-emotional needs, the families, and the 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 the document part of the improvement process. The only other item of note is a steep decline in our 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.

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.

Goals, Strategies, Expenditures, & Annual Review

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

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.

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.

Annual Measurable Outcomes

Metric/Indicator	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)	81% Graduated	100% Graduated
SBAC Scores	Base Line: 18-19 Scores 11 th 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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The assistant principal and lead assessment teacher will work toward giving an initial MAP assessment when each student arrives in our programs. In addition, staff will continue to train on the newly adopted math curriculum, Carnegie Math, which supports frequent formative assessments. In English Language Arts, the staff will be piloting Study Sync, which also offers frequent formative assessments. All of these tools will be taught to teachers through professional development Wednesdays. Teachers will then be able to read reports and use the information to help guide their instruction.

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)
\$3,397 – Head Teacher Stipend for Assessment	LCFF
\$33,671 - .20 FTE Assistant Principal for Professional Development on formative assessment	LCFF/Title I, Part D

Goal 2

Currently designated English Learners as well as reclassified 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 reclassified 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 increasing one level via the ELPAC (English Language Proficiency Assessment for California.)

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

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners and Reclassified English Learners

Strategy/Activity

The San Mateo County Office of Education English Language Coordinator will provide structured English Learner strategies for integrating instruction for English Learners into all subject areas. Staff will incorporate student needs into lesson planning. English Learners will then show a higher rate of understanding content.

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)
\$89,058 - .50 FTE SMCOE English Language Development Coordinator	Title I, Part D
\$1,880 - Newsela Accounts for Court and Community Teachers	LCFF
\$1,155 - Rosetta Stone Subscription	Title III, Part A
\$25,000 - Online Learning Platform Edgenuity Subscription with Translations 2019- 2020	LCFF/Title I, Part A

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 showcases 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 virtual distance learning due to the shelter-in-place order.

Annual Measurable Outcomes

Metric/Indicator	Actual Outcome	Expected Outcome
College and Career Indicator	<p>Baseline: Court and Community 2018 College and Career Indicator 20% 'Met'</p> <p>Actual: Court and Community 2019 College and Career Indicator 42.1% 'Met'</p>	10% Improvement

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The SMCOE Innovative Learning and Technology Integration Coordinator supported the creation of a new Acceptable Use Policy, worked to fulfill the needs of students with the purchase of new technology, new platforms, and new apps. The staff trained on how to utilize google classroom to create lessons and post assignments and communicate with students via the distant learning platform. During this pivot the counselor and staff worked to ensure student social and emotional health via frequent check-ins with students, family and probation. With the help of partnering adults at home and in probation, students were able to regulate themselves, show resiliency and move forward in their education along with learning new skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$112,515 - Technology Expenses: Chrome Books, Hot Spots, Chrome Boxes, Computer Accessories, Zoom Video	Federal
\$8,397 - .20 FTE SMCOE Innovative Learning and Technology Coordinator	LCFF

Goal 4

Parent engagement will increase as each student enters our program. 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

Metric/Indicator	Actual Outcome	Expected Outcome
Parent Engagement Probation Engagement	<p>Baseline: Court and Community Two meetings per year per student (transition meeting/IEP & 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"> • Technology Pick Up and Support • Student Engagement Summaries • Training on Google Classroom, Go Guardian and other Apps • Social and Emotional Welfare Checks • Current and Future Planning for Student given Pandemic 	Increased Frequent and Daily Engagement by Parents and Probation
Suspension Rates at Gateway CSI Metric	<p>Baseline Gateway <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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Court and Community began utilizing communication tools for messaging in order to easily communicate with families and to bolster engagement. Talking Points (a direct translation text service) began to be piloted. Talking Points is especially helpful as it translates immediate messages to parents and back to school staff in languages as needed. In addition, a family engagement counselor position was posted and hired in the summer 2020.

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)

\$2,400 - Translator contracted to work directly with families during the Shelter in Place order

LCFF

\$6,793 - Translation Services with Avid: Used for documents, translation evenings, and transition meetings

LCFF

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

\$ 458,937

Total Federal Funds Provided to the School from the LEA for CSI

\$ 170,123

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 284,266

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 (\$)
Coronavirus Relief Fund: Learning Loss Mitigation	\$112,515

Subtotal of additional federal funds included for this school: \$112,515

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

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$0

Total of federal, state, and/or local funds for this school: \$112,515