

The Single Plan for Student Achievement

**KERN COUNTY JUVENILE COURT SCHOOL**

15-10157-1530302  
CDS Code

Date of this revision: Fall 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of action to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

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Kern County Superintendent of Schools

The District Governing Board approved this revision of the School Plan on:  
June 14, 2011

**Kern County Superintendent of Schools  
Court School Program  
*“Bringing Unity to Court and Community”***

**2011-2012**

**MISSION**

The mission of Court and Community is to support the educational, social, and emotional needs for all its students and community members. We strive to empower our students to reclaim responsibility and become an active participant in their educational experience.

To support our mission, we are committed to:

Providing a safe, secure, and orderly environment where students are eager to learn; requiring all students to perform at or above their anticipated achievement levels; selecting, developing, and supporting a competent caring staff; and making learning a life-long process.

**VISION**

The vision of Court and Community Schools is to ensure that every student thrives as a productive citizen in a changing world by providing a challenging and innovative curriculum in partnership with quality staff, caring families, and supportive community members.

Court and Community Schools educate students to become complex thinkers who are able to apply learned skills to new situations. Our students will understand how their choices positively and negatively affect themselves, others, and the community as a whole. The ultimate goal is for our students to transition back to their school of residence with the tools they need for success.

## **Expected School-wide Learning Results or Goals** **Bringing UNITY to Court and Community**

As a result of being in our program, our students are becoming...

### **E**ducated Individuals who:

- Demonstrate effective communication skills.
- Read, write, and speak with proficiency.
- Develop and maintain positive relationships.
- Attain subject matter competency.
- Appropriately utilize technology to enhance personal and professional development.

### **I**ndependent Learners who:

- Think critically.
- Pursue lifelong learning.
- Implement and apply problem-solving skills.
- Employ multiple resources to conduct research.
- Effectively adapt to changing technology.

### **P**roductive Citizens who:

- Abide by the laws.
- Respect themselves and others.
- Strive to make positive contributions to the community.
- Develop workforce skills.
- Pursue career development opportunities.
- Utilize diverse media applications and programs for research purposes.

### **H**ealthy Students who:

- Effectively use information to make healthy lifestyle decisions.
- Possess a strong sense of self-worth and positive personal character traits.
- Exhibit conflict resolution skills through positive non-violent means.
- Display self-discipline and accept individual and group responsibility.
- Evaluate, monitor, and modify choices for the betterment of themselves and others.

**Each Individual Person Helps bring UNITY to Court and Community**

## School Profile

### **Description of KCSOS Court School Program**

The Kern County Juvenile Court School is operated by the Kern County Superintendent of Schools Office per Education Code 48645.2. All of Kern County's Juvenile Court School programs are under a single CDS number and provide instruction on a year-round basis. The Kern County Juvenile Court School serves all of the County's 47 school districts and approximately 250 schools. The residential programs include Central School, Erwin Owen High School, Redwood High School, and Jamison Center School. Bridges Academy is operated as a non-residential Court School program. In 2010-2011, the Juvenile Court School served 2,745 students, with 488 students enrolled on CBEDS day. The average length of stay in the Juvenile Court School was 41 school days.

Strong partnerships and interagency collaboration exist between the Court School programs and Kern County Probation, Kern County Mental Health, medical service agencies, and other agencies. This triage of services is necessary for student success. However, educational practice in our Court School is often impacted by the needs and regulations of the other agencies. We are providing services within the institutional setting, which provides unique challenges including but not limited to: student safety determines grouping/placement of students in school program, setting provides limitations to after school and enrichment programs, and access to parents is severely restricted.

**Central School** provides educational services to elementary through high school level students who are wards of the court residing in the James G. Bowles Juvenile Hall or one of the treatment programs housed on the grounds of Juvenile Hall. Wards are detained pending the completion of a court process or after disposition. Wards are sometimes held at Juvenile Hall in short-term commitments or pending delivery to another court ordered program. The average length of stay for wards in Juvenile Hall is 23 days.

The treatment programs housed on the Juvenile Hall site include the following: **Pathways Academy**, a 20-bed rehabilitation program for the female delinquent population and the **Furlough Treatment and Recovery Program**, a 20-bed, short-term intervention program for wards arrested for violations of Furlough. These wards are educated through the Juvenile Treatment Center School program.

**Bridges Career Development Academy** is a non-residential, high-risk youth education program, where students 16-18 years of age receive vocational education and enrichment while working toward a high school diploma or the equivalent. Bridges is a school-based collaborative involving Kern County Probation, Court School, and mental health service providers.

In September of 2011, **STAR Academy**, a non-residential, high-risk youth education and public safety program for youth in transition from incarceration was closed by the Kern

County Probation Department due to a reduction in the state budget. About half of the students affected by the closing of STAR Academy were eligible to return to their district of residence, while the remaining students were placed in either the other non-residential Court School program or one of the Community School sites.

**Erwin Owen High School**, located within a treatment camp in Kernville, provides educational and vocational services to 125 male juvenile offenders for an average period of four to six months. ROP Auto Shop, forestry work, and animal husbandry provide vocational training and career pathway development.

**Redwood High School**, located at the Larry J. Rhoades Crossroads Facility, serves Kern County's most delinquent youth in a boot camp-like setting. The 80-bed treatment facility offers a two-tiered program, with either 12 or 24-week commitments. A construction technology class, focused on teaching basic residential construction practices, allows students to obtain useful job readiness skills that can be used upon their release from the facility.

**A. Miriam Jamison Children's Center** is a 24-hour emergency shelter for neglected, abused and abandoned children. The school program provides short-term educational services to students in transition to foster care or other home placements.

## Part I: Analysis and Conclusions of Student Data

### STAR Student Performance Data Summary

**Academic Performance Index (API):** The Academic Performance Index is a score given to all schools as a way to measure performance on the Standardized Testing and Reporting (STAR) program and the California High School Exit Exam (CAHSEE). Court School did not have enough valid scores to render a school level API score for any of the past three years. Court School instead utilizes the ASAM (Alternative Schools Accountability Model) to measure student academic growth.

**Adequate Yearly Progress (AYP) and Program Improvement (PI) Status:** Participation rates, proficiency rates, API scores, and graduation rate measure adequate Yearly Progress (AYP). AYP is the federal indicator required by No Child Left Behind. It should be noted that the number of valid scores for both programs represents less than 1% of the total population of students served. Please review the Court School AYP data on the following chart.

Adequate Yearly Progress (AYP) and Program Improvement (PI) Status						
Court Schools						
	2008-2009		2009-2010		2010-2011	
AYP Criteria	School	District	School	District	School	District
Overall	No	No	No	No	No	No
Participation Rate-English/Language Arts	No	Yes	Yes	No	Yes	No
Participation Rate-Mathematics	No	Yes	No	No	Yes	No
Percent Proficient-English/Language Arts	Yes	Yes	Yes	No	Yes	No
Percent Proficient-Mathematics	Yes	No	Yes	No	No	No
API	Yes	Yes	N/A	Yes	N/A	No
Graduation Rate	No	No	No	No	Yes	Yes
Indicators	School	District	School	District	School	District
<b>Program Improvement Status</b>	In PI	In PI	In PI	In PI	N/A	In PI
First Year of Program Improvement Implementation	2008-2009	2008-2009	2008-2009	2008-2009	2008-2009	2008-2009
Years in Program Improvement	Year 1	Year 1	Year 2	Year 2	Frozen in Yr. 2	Year 3
Number of Schools Currently in Program Improvement	N/A	2	N/A	2	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50%	N/A	50.0%	N/A	20%

The Information Posted Above came from the California Department of Education/Dataquest.

#### **Analysis of AYP:**

Overall, Court School did not make AYP in 2010-2011. Court School tested 142 students but only had 5 valid scores, due to a number of factors related to student mobility. However, the participation rate for Court School continues to increase. In 2011, the Court School participation rate for ELA was 96% and 99% for math. As a result, Court School did meet the participation rate criteria in both subjects.

One might anticipate that meeting the annual participation rate target of 95% in residential Court School settings would be a simple task. However, juvenile court proceedings, medical appointments, administrative restrictions come into play each day,

which makes increasing and/or maintaining the participation rate a continuing challenge that requires intensive collaboration and cooperation between the probation department and the school. In the spring of 2011, Court School made the decision to no longer accept Title I, Part A funds. Consequently, Court School is not in Program Improvement.

Although Court School supports students who want to graduate from our program, a main goal of Court School remains to help students return successfully and graduate from their home schools. Because Court School does not graduate a significant number of students compared to the overall population, Court School is assigned the Kern County graduation rate for accountability purposes. The 2011 graduation rate was 74.81 percent. The Court School program did meet the Graduation Rate criteria with a rate of 79.36 percent. Transition Counselors at Court School assist with the successful transition to non-residential, Community School, and district schools, and follow up with these students to find out if they graduated, but these results do not count in our official graduate totals. Successful post-secondary options help our students and serve as further motivators for those who have not graduated.

While we have made a number of improvements in 2011, Court School continues to make every effort to demonstrate continued growth on all AYP indicators.

**Alternative Schools Accountability Model (ASAM)**

As previously noted, ASAM is the California Alternative Schools Accountability Model used by KCSOS Alternative Education. Alternative Schools are to select three indicators from an approved list of indicators. Indicators from which to select include: student behavior, suspensions, punctuality, truancy, persistence, attendance, pre-and-post testing, promotion and course completions, credit completion rate, graduation rate, and GED completion rates.

ASAM data only covers the long-term enrollments (continuously enrolled for at least 90 days). Therefore, even the alternative method of analyzing student achievement via ASAM only accurately applies to a small percentage of students. The following table shows ASAM data for the 2010-2011 school year.

ASAM: Court Schools School Report Past Three Years							
2010-2011 Court Schools ASAM School Report							
Total Unduplicated Count of Students Enrolled	2,745	Performance Standards for ASAM Performance Indicator 13B: Credit Completion					
Total Long-Term (90day) Students Served	251	Court	Performance Level Achieved	Commendable	Sufficient	Growth Rate	Immediate Action
Grades K-6	0	2011 Reported Monthly Rate: 7.1 Credits Weighted Monthly Rate: 7.1 credits	Sufficient	9.5 Credits or More per Month	5.5-9.4 Credits per Month	4-5.4 Credits per Month	Less than 4 Credits per Month
Grades 7 & 8	10						
Grades 9-12	241						
The Information Posted Above came from the California Department of Education/Dataquest and KCSOS.							

**Analysis of ASAM:**

Court School served 2,745 students in 2010-2011 and had only 251 (9%) enrolled for 90 days or more. Although we positively impact students every day, the enrollment trends

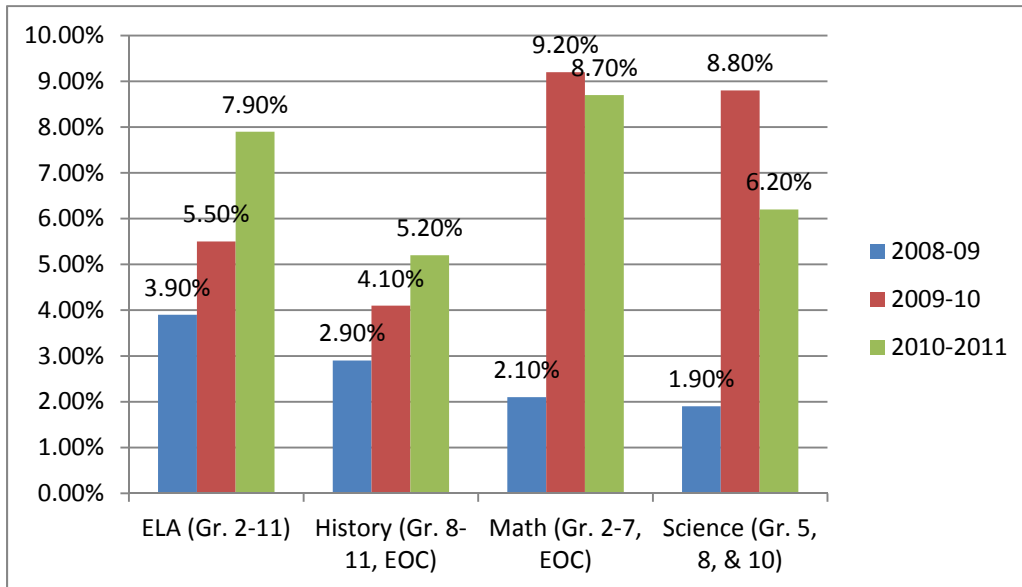
make it difficult to track and demonstrate meaningful growth over time. This is clearly a challenge for our programs, administration, and staff.

Court School has selected only has one indicator due to the lack of appropriate choice indicators for juvenile court schools. The single indicator of credit completion has consistently fallen in the *sufficient* range.

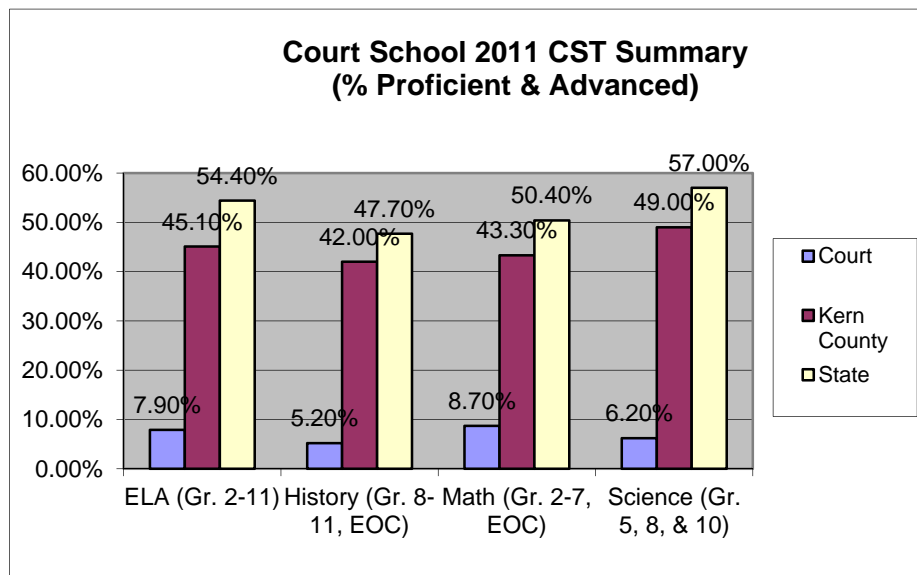
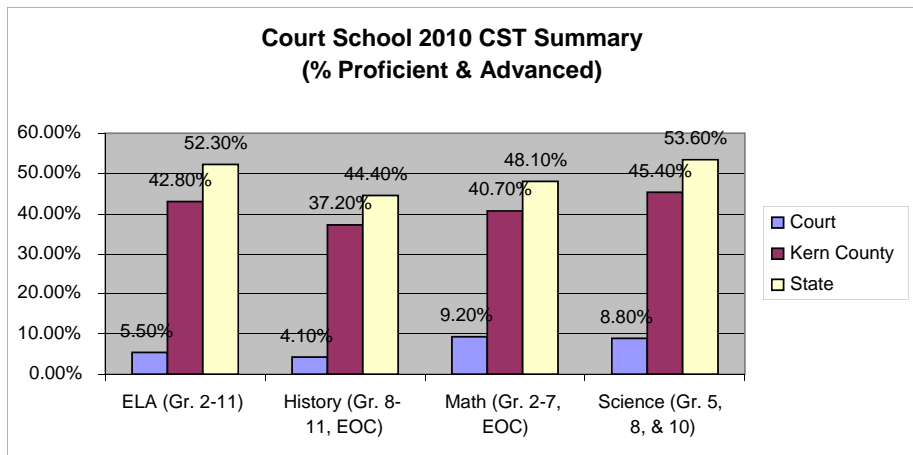
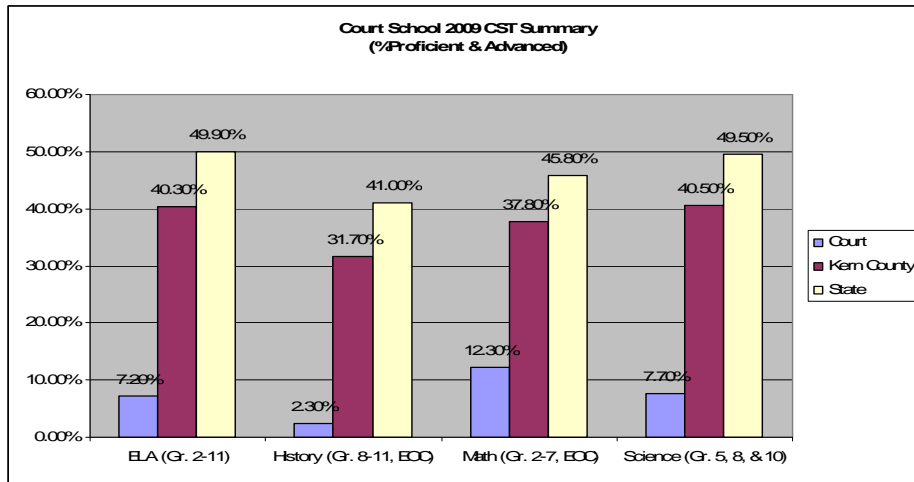
**California Standardized Tests (CSTs)**

The following table shows the overall percent of Court School students who achieved Proficient or Advanced on the California Standardized Tests by subject area.

<b>Court School CST Three-Year Summary (% Proficient &amp; Advanced)</b>			
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>ELA (Gr. 2-11)</b>	3.9%	5.5%	7.9%
<b>History (Gr. 8,11,&amp; EOC)</b>	2.9%	4.1%	5.2%
<b>Math (Gr. 2-7, &amp; EOC)</b>	2.1%	9.2%	8.7%
<b>Science (Gr. 5, 8, &amp;10)</b>	1.9%	8.8%	6.2%



The following three graphs show the overall percentage of Court School students achieving Proficient or Advanced over a three-year period and compares them to the County and state averages.



**Analysis of CSTs:**

The results are varied, and data does not clearly indicate improvement or decline in Court School student CST scores. CSTs have historically been a poor indicator of student achievement for our at-risk student population. While our students lag far behind county and state averages, there are many factors that contribute to this phenomenon. One major factor is the lack of student motivation to perform well on a standardized test that does not impact the student's ability to graduate or to move from one grade to the next. Other factors include short enrollment periods, a transient student population, and the reality that many students who prepare for tests while enrolled in Court School leave to take the test at other schools. For these reasons, annual standardized test scores are not a good indicator of student success, which would be better measured by shorter term, local assessments designed to measure growth in shorter time periods.

**California High School Exit Exam (CAHSEE)**

The California High School Exit Exam is a requirement to earn a high school diploma in California. Students begin taking the CAHSEE and have two opportunities per year to pass the test, including opportunities up to two years after completion of their senior year. The following table shows the combined CAHSEE results for grades 10-12.

<b>Grades 10-12 CAHSEE Passage Rates Combined</b>									
	<b>2008-09</b>			<b>2009-10</b>			<b>2010-11</b>		
	Court	Kern County	California	Court	Kern County	California	Court	Kern County	California
<b>ELA: % Passed</b>	34%	52%	61%	38%	54%	63%	33%	Not available	Not available
<b>Math: % Passed</b>	27%	52%	61%	31%	55%	64%	23%	Not available	Not available

**Grade 10 Administration Only:**

Every March, the CAHSEE is offered to 10<sup>th</sup> grade students for the first time. This administration, called the Census Administration, is reported to the State in an effort to establish a baseline of CAHSEE data for the school. See the next two tables for 10<sup>th</sup> grade CAHSEE results.

<b>Grade 10 CAHSEE March Census Administration</b>			
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>ELA: Number Tested</b>	24	25	23
<b>ELA: Number Passed</b>	16	17	8
<b>ELA: Percent Passed</b>	67%	68%	35%
<b>Math: Number Tested</b>	22	26	26
<b>Math: Number Passed</b>	15	13	5
<b>Math: Percent Passed</b>	68%	50%	19%

Grade 10 CAHSEE March Census Administration									
	2009			2010			2011		
	Court	Kern County	California	Court	Kern County	California	Court	Kern County	California
<b>ELA:</b>									
<b>% Passed</b>	67%	77%	80%	68%	78%	80%	35%	Not available	Not available
<b>Math:</b>									
<b>% Passed</b>	68%	79%	81%	50%	80%	81%	19%	Not available	Not available

**Analysis of CAHSEE:**

There has been steady growth in the overall CAHSEE passage rates in both ELA and math over the past three years. Much attention has been paid to improve CAHSEE passage for Court School students, including CAHSEE tutorials that appear to be resulting in increased achievement. Student motivation tends to be very high for the CAHSEE, as it is a requirement for a high school diploma. English Learners and Special Education students continue to struggle with passing the CAHSEE exam and continue to require extended learning opportunities to work toward passage of the CAHSEE. It should be noted that Court School students who are credit-eligible (55 freshmen credits) and take the CAHSEE during the March census administration show results comparable to County and State averages. This demonstrates the importance of course and credit completion in order to do well on standardized testing. With over 90% of Court School students entering Court School in a credit-deficient status, it is clear we face unique challenges as we move students toward graduation or return to the comprehensive school.

**English Language Learners**

The table below shows the Court School student language proficiency by percentage, including English Learners, Fluent English, and Re-designated students.

Court Schools Language Proficiency by Percentage									
	2008-09			2009-10			2010-11		
	Court	Kern County	California	Court	Kern County	California	Court	Kern County	California
<b>English Learners</b>	6%	22%	24%	13%	22%	24%	14%	18%	17%
<b>Fluent English Proficient</b>	9%	18%	19%	13%	18%	19%	12%	17%	14%
<b>Re-designated</b>	0%	12%	11%	0%	13%	12%	0%	12%	11%

**California English Language Development Test (CELDT)**

The CELDT test is provided to students in the Court School program according to the same state level guidelines as traditional schools. Students who are identified as non-native English speakers on the Home Language Survey and who have not taken the CELDT prior to being enrolled in Court School, take the CELDT within 30 days of enrollment. In addition, during the July to October annual testing window every year, students who need the CELDT test are retested in Court School; results are tracked for

year to year comparisons. The following tables show CELDT results for 2010-2011 and proficiency levels of EL students over the last three years.

Grade Spans	California English Language Development Test (CELDT) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	
7	0	0%	0	0%	0	0%	0	0%	0	0%	0
8	***	***	***	***	***	***	***	***	***	***	3
9	0	0%	1	13%	3	38%	3	38%	1	13%	8
10	1	8%	3	23%	5	38%	3	23%	1	8%	13
11	2	9%	9	41%	7	32%	4	18%	0	0%	22
12	0	0%	6	21%	17	59%	5	17%	1	3%	29
<b>Total</b>	3	4%	20	27%	32	43%	16	21%	4	5%	75

No CELDT scores for students in grades K-7/\*\*Specific student data not provided if three or fewer students in a particular subgroup.  
Data obtained from DataQuest.

Court School CELDT Results on Annual Assessment (Grades 9 - 12)			
	2008-09	2009-10	2010-11
<b>Beginning</b>	4%	8%	5%
<b>Early Intermediate</b>	21%	17%	21%
<b>Intermediate</b>	53%	45%	43%
<b>Early Advanced</b>	17%	28%	27%
<b>Advanced</b>	4%	2%	4%

**Analysis of CELDT Results:**

The data continues to indicate that the majority of Court School EL students are classified as Intermediate. Over the last two years, the second highest concentration of ELs has been in Early Advanced. The data shows that students are being tested, identified, and placed into an intervention program, but the tracking of the same Court School students year-to-year to analyze growth is infeasible given the short length of stay in the Court School program. Moreover, English learner students historically struggle with scoring at proficient or advanced levels on the CSTs. Recognizing the continued increase in the Court School EL population, and the fact that a majority of our students score in the Intermediate range, we have agreed to participate in a Title III Court School project under the direction of the Fresno County Office of Education aimed at providing instructional training and technical assistance to teachers in an effort to increase proficiency levels of EL students. In addition, the Alternative Education

program recently purchased and implemented the reading intervention curriculum, Edge, to use with both striving readers and the EL population.

### **School Demographic Data**

The Court School SPSA Leadership Team, comprised of teachers, counselors, and administrators, examined the following student demographics data in order to gain a more comprehensive understanding of our students ethnic, linguistic, and socio-economic backgrounds.

### **Student Ethnicity:**

The table below shows the breakdown of the KCSOS Court School student enrollment by ethnic group, followed by a summary of the Team’s findings.

<b>Court School Student Enrollment by Ethnic Group</b>						
	<b>2008-2009</b>		<b>2009-2010</b>		<b>2010-2011</b>	
<b>Racial/Ethnic Category</b>	<b># of Students</b>	<b>% of Students</b>	<b># of Students</b>	<b>% of Students</b>	<b># of Students</b>	<b>% of Students</b>
<b>African-American</b>	110	22.40%	94	20.20%	105	27.13%
<b>American Indian or Alaska Native</b>	7	1.40%	0	0.00%	1	0.26%
<b>Asian</b>	1	0.20%	3	0.65%	3	0.78%
<b>Filipino</b>	1	0.20%	0	0.00%	0	0.00%
<b>Hispanic or Latino</b>	259	52.90%	264	56.77%	213	55.04%
<b>Pacific Islander</b>	2	0.40%	2	0.43%	0	0.00%
<b>White (Not Hispanic)</b>	109	22.20%	102	21.94%	65	16.80%
<b>Multiple or No Response</b>	1	0.20%	0	0.00%	0	0.00%
<b>Totals</b>	<b>490</b>	<b>100%</b>	<b>465</b>	<b>100%</b>	<b>387</b>	<b>100%</b>

This information was obtained from CDE's Data Quest and KCSOS.

### **Analysis of Student Ethnicities:**

In 2011, the largest student ethnic group remains Hispanic, which comprises over half (55.04%) of the Court School population, followed by African American (27.13%), and then White (16.80%). Over the last three years, the White student population has continued to decline, while the African American population has increased.

The Team also noted that test scores on CST’s, the CAHSEE, and other areas of assessment for Hispanic students are lower than other ethnicities. In the process of evaluating causal factors for the low achievement scores within the Hispanic population, it was discovered that English learner achievement data was included in the Hispanic population data, which makes up over half of the student population and thus provides a skewed picture of the performance levels of Hispanic students who are not English learners. The Leadership Team concluded that improving outreach and bilingual communication to parents of Hispanic (and all) students could help provide further support for school success. Outreach to parents continues to be a major focus for Court School staff. In addition, continued emphasis on culturally sensitive and relevant pedagogy will be important, given the high percentages of minority students we serve every year.

It is also important to understand the socioeconomic background of our students. Approximately 99% of Court School students are eligible for Free or Reduced Lunch, compared with 66% of Kern County and 54% of California (Source: DataQuest and

KCSOS). This high rate of NFLP is an indicator of poverty or near-poverty. To better understand the unique needs of a high-poverty student population, the County Office hosted Ruby Payne, the author of *A Framework for Understanding Poverty*, as a guest speaker for our staff in August 2007.

### Enrollment by Grade

The following table shows a breakdown of enrollment by grade level on CBEDS reporting day, followed by a summary of the Team's findings.

Table 2. Enrollment by Grade			
	Court School		
	2008-2009	2009-2010	2010-2011
Kindergarten	0	1	0
Grade 1	2	4	1
Grade 2	2	4	0
Grade 3	2	4	0
Grade 4	2	4	0
Grade 5	3	1	0
Grade 6	5	1	0
Grade 7	8	7	3
Grade 8	21	6	7
Ungraded Elementary	0	0	0
Grade 9	47	40	38
Grade 10	113	100	72
Grade 11	133	137	113
Grade 12	153	156	153
Ungraded Secondary	0	0	0
Totals	490	465	387

This information was obtained from CDE's Data Quest and KCSOS.

### Analysis of Grade-Level Enrollment:

State data is typically derived from long-term enrolled students (90 consecutive days or more). KCSOS Court School served 2,745 students in 2010-11, but had only 251 long-term enrollments (9%). This poses a unique challenge in showing meaningful growth over time.

The CBED's enrollment number is drawn in October. As stated previously, in the Fall of 2011 one of the non-residential Court School programs, Star Academy, closed due to a reduction in the Probation budget. Along with prior year's cuts, the enrollment in both residential and non-residential Court School programs has dropped 21 percent over the last three years. KCSOS administration continues to deal effectively with the sudden revenue loss and has been able to retain all current staff members with some shifting of teaching and support staff.

KCSOS Court School programs serve students in all grade levels; however, over 90% of Court School students are in grades 9 through 12, which results in our programs being naturally geared to providing services for high school students. The importance of such services as CAHSEE intervention take on even greater significance when looking at the large numbers of high school students who are served in our programs. The vast

majority of elementary and middle school students in the Court School program are served at the Jamison Center School.

## **Part II: Analysis of Current Educational Practice**

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPCs). These statements may be used to discuss and develop findings that characterize the instructional program at this school for students:

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

School should analyze current district and school policies, procedures and practices regarding instructional practice for each of the questions below.

### **A. Standards, Assessment, and Accountability**

Kern County Superintendent of Schools Alternative Education, which includes both the Court School and Community School programs, adheres to several State and Federal Program Mandates. These include:

- Academic Performance Index (API)
- Alternative Schools Accountability Model (ASAM)
- Federal Program Monitoring (FPM)
- California Basic Educational Data System (CBEDS)
- School Accountability Report Card (SARC)
- Adequate Yearly Progress (AYP)
- Program Improvement (PI)
- Single Plan for Student Achievement (SPSA)
- Local Education Agency Plan (LEAP)
- No Child Left Behind (NCLB)

#### **1. Use of state and local assessments to modify instruction and improve student achievement**

Upon entry into Court School, an enrollment form is completed by the student and a school counselor or staff member. During this appointment, the student and staff member identify all prior educational history and schools attended so that all transcripts can be obtained from these schools. The student, staff member, and parent (non-residential) discuss educational needs and

develop an *Individual Learning Plan (ILP)* based on current grade level, reading and math scores, credits earned, and CAHSEE status. In addition, Special Education and English Learner status are identified at this time. The *ILP* serves to guide student placement and instruction.

### Placement Assessments

Upon enrollment in Court School, pre-assessments are conducted to determine current reading and math levels. Assessment tools used by Court School to obtain grade level equivalencies are: *Star Renaissance* and the *San Diego Quick Assessment*. Additionally, assessments used to identify low readers or English Learners for intervention purposes include the *Edge or Inside* diagnostic tools. If needed, Court School students are additionally assessed in math using the *E-path Measuring Up* CAHSEE Assessment to obtain a placement level. In most cases, students are assessed approximately every three months to identify areas of growth and guide instruction. During the 2010-2011 school year, an updated version of the *Star Renaissance Test* was piloted. It was fully implemented program-wide in the Fall of 2011. This newest edition allows students to take the test more frequently, without getting the same test questions, in an effort to more accurately track growth over time.

### California Standardized Tests (CSTs)

The results of California Standardized Tests are provided to teachers, students, and parents in the Court School program. CST data is useful in determining current trends in student performance for the overall program needs, but not for specific year-to-year comparisons of individual students to determine growth.

### Alternative Schools Accountability Model (ASAM)

The Alternative Schools Accountability Model (ASAM) is the California State recognized accountability system for alternative schools that serve high-risk and highly mobile students. ASAM data includes only long-term enrollments (continuously enrolled for at least 90 days). For purposes of accountability, 9% of Court School students were enrolled 90 days or longer during the 2010-2011 school year.

Court School has selected a single indicator to measure student growth: credit completion. The Court School indicator of credit completion has consistently fallen in the *sufficient* range. The Court School ASAM score is addressed in the data section of this document.

### California English Language Development Test (CELDT)

The CELDT is administered according to state requirements to identify English Learners based on proficiency levels in order to guide program placement and instruction. ELD learning plans are created specific to student needs and are provided to intervention and general education teachers to guide instruction. EL students receive ELD services throughout the duration of their Court School stay. The ELD Specialist/Resource Teacher as well as designated ELD coaches monitors student progress throughout the year.

### California High School Exit Exam (CAHSEE)

For 10<sup>th</sup>-12<sup>th</sup> graders, CAHSEE results are used to determine program placement and are available for teachers to guide instructional practice. CAHSEE tutoring and intervention is provided to students prior to testing dates. In Court School this data is utilized in a meaningful way to drive instruction. Intervention opportunities specific to passage of the CAHSEE are provided regularly, in addition to the preparation students receive in the regular curriculum.

The Curriculum and Instruction Leadership Team continues to evaluate current practices and procedures for CAHSEE preparation and intervention program-wide. At this time, Court School has an ELA/reading intervention teacher. In addition, the standards-aligned CAHSEE materials, *Measuring Up*, help the instructional staff provide intensive tutoring and instruction for students who have not yet passed the CAHSEE.

### Special Education Individualized Education Programs (IEPs)

Special education students' IEP goals and objectives are used to identify academic needs and modify curriculum to support student achievement in the general curriculum. General education teachers and professionals from other agencies, such as probation and mental health, attend IEP meetings and collaborate regularly with special education teachers to analyze student achievement and to modify instruction to make grade-level curriculum accessible to special education students. Please see a more complete description of the Court School special education program in response #14.

### Assessments

Teachers use the results of both formal and informal assessments to modify instruction. Classroom and independent study assessments include, but are not limited to: curriculum-embedded assessments, teacher generated tests, student portfolios, oral and written assessments, group assessments, and informal teacher observations.

### Writing Rubrics

Standards-based writing rubrics exist for the following types of writing assignments: expository, letter, narrative, persuasive, response to literature, and summary. The rubrics are utilized by teachers to evaluate student work as well as by students to evaluate their own or other student's writing. All rubric scoring is on a scale from 1-4, ranging from "below standard" to "advanced". When used in conjunction with direct instruction of the writing process, rubrics help students to clearly identify proficient versus sub-standard writing. Rubrics are aligned with the Alternative Education *Course of Study* (described later in this document). In addition, program-wide training in the research-based instructional strategy of using *Thinking Maps* as a visual and organizational tool for critical thinking and writing assists in the goal of improved writing for all students. During the 2010-2011 school year, the instructional strategy of *Write to Learn* was fully implemented in the Court School program. The use of this new instructional strategy has also helped students in the development of their writing skills.

## **2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction**

### Curriculum and Assessments

Curriculum-embedded assessments exist for all SBE-adopted and standards-aligned curriculum in the core subjects of English language arts, mathematics, social studies, and science. These assessments are used to identify student achievement in the core curricular areas, as well as to identify those students who are underperforming and require modifications to the curriculum. Every effort is made to modify instruction to provide equal access to the core curriculum.

### Intervention

Intervention opportunities are available in many forms to Court School students. Intervention strategies are implemented on a program-wide basis to promote student achievement. Students who are identified with low scores in reading and/or math are placed in intervention curriculum for improving academic achievement. Reading intervention is structured to offer support to intensive level students who are two or more grade levels behind. In the Spring of 2011, the Alternative Education program purchased the math intervention curriculum, *California Math Triumphs*. The recently hired Vice Principal of Curriculum and Instruction, along with the Title I Specialists, support students and staff by helping to develop and implement effective reading, math, and ELD intervention strategies.

## **B. Staffing and Professional Development**

### **3. Status of meeting requirements for highly qualified staff**

Court School has aggressively implemented strategies to ensure that classes are taught by highly qualified teachers in their subject areas. Currently, 100% of Court School core classes are taught by teachers meeting the highly qualified standard set by NCLB.

### **4. Principals' AB 430 training on State Board of Education (SBE) adopted instructional materials**

Administrators have the opportunity to participate in high quality staff development through the Principal's Network of Kern County and/or the AB 430 Principal's Training program at the Kern County Superintendent of Schools Office. AB 430 consists of 80 hours of classroom and an additional 80 hours of practicum. A critical component of the training focuses on instructional leadership for site administrators, particularly in the areas of adopted ELA and math curriculum. In August 2011, a vice principal was hired and will need to complete the AB 430 training.

### **5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to SB 472 training on SBE-adopted instructional materials)**

Currently, 95% of permanent full-time teachers in Court School are fully credentialed. Court School also provides training opportunities for SBE-adopted curriculum. All Court School math teachers have been trained in Algebra Readiness. At this time 90% of all Court School English-language arts teachers have participated in the Edge (for grades 9-12) reading intervention curriculum training. The remaining teacher will be trained in the fall of 2011. Due to the fact that Court School primarily serves students in grades 9-12, it was determined that only the ELA/reading intervention teacher for Court School would receive training for the reading intervention curriculum for use with students in grades 4 through 8, *Inside*. Additional training opportunities are held as staff development funding permits. The Curriculum and Instruction Leadership Team provides in-house training and support based on program needs.

## 6. Alignment of staff development to content standards, assessed student performance, and professional needs

The 2011-2012 Staff Development Day for KCSOS Court and Community School staff included training in the reading intervention program, *Edge*, for all independent study, special education, and ELA classroom teachers. All teachers also received training in the strategic instructional strategy, Explicit Direct Instruction (EDI) by DataWorks. In addition, staff development occurs throughout the year at EL Coaches' meetings, mini workshops (*Thinking Maps/Fab Vocab*, etc.), Verification Process for Secondary Teachers in Special Settings (VPSS) workshops, KCSOS Curriculum and Instruction workshops, math workshops and Curriculum Specialist-led trainings. Many of our Court School teachers also take advantage of workshops offered through the BTSA program and Regional System of District and School Support (RSDSS). Also, BTSA coaches provide support to new teachers throughout the year in the form of coaching and mentoring. Our Reading Specialist created a ten-year program-wide Master Plan for Staff Development. Staff development offered this year includes, but is not limited to:

- California English Language Development Test (CELDT)
- Woodcock-Munoz (Revised) primary language assessment
- *Thinking Maps*
- *Fab Vocab, part. II*
- Write to Learn
- Step Up to Writing
- EL/SDAIE strategies
- *Edge* (for grades 9-12)
- *Inside* (for grades 4-8)
- Holt *Literature and Language Arts*
- Explicit Direct Instruction (EDI)
- California *Math Triumphs*

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

The Vice Principal of Curriculum and Instruction along with the Title I Specialists provide ongoing research-based coaching and mentoring to teachers and paraprofessionals for reading and math intervention. Scheduled site visitations from specialists provide ongoing training and support for teachers, paraprofessionals, and instructional aides. The Intervention Teacher position provides

ongoing support for teachers and students at all Court School campuses. Math workshops are scheduled throughout the 2011-2012 school year, to provide support in the core and intervention curriculum. Staff development workshops and ongoing consultation are available through the Curriculum and Instruction Division of KCSOS. The district ELD Resource Teacher provides ongoing instructional assistance and support for teachers in English Language Development and CAHSEE. This teacher supports the staff through peer coaching, creating and modeling lessons, and providing some staff development. The Administration also makes weekly classroom visits to monitor pacing, program implementation and instruction. Support is also provided to new teachers by the district through BTSA and Peer Assistance Review (PAR) is available for veteran teachers in need of guidance.

**8. Teacher collaboration by grade level (K-8) and department (9-12)**

Court School leadership has identified the need to expand the professional learning communities within the program. Reading and Math Leadership Teams have been formed with program-wide instructional representation. Currently, teacher collaboration opportunities include coaching/mentoring of new and probationary teachers. It also includes regular meetings, which provide a forum for teachers to collaborate as professional educators on curriculum, staff development, instructional strategies, and all forms of assessment.

**C. Teaching and Learning**

**9. Alignment of curriculum, instruction, and materials to content and performance standards**

As indicated in the Court School SARC report, textbooks and instructional materials are current, standards-aligned, and sufficient. All courses are designated as open entry/open exit with variable credit for high school students. The *Course of Study* is layered to address content standards at five different ability levels. This includes college preparatory work, in most subjects. The *Course of Study* is revised and updated annually to include any newly adopted curriculum and/or any other necessary curricular changes.

**10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8)**

Court School offers two K-8 programs; Jamison Center has an elementary classroom and Central School provides educational services to elementary school age students. Both programs provide the appropriate amount of instructional minutes in language

arts and math. Court School takes great pride in providing quality educational services both within an emergency shelter and an incarceration facility, while still meeting and exceeding state requirements.

**11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses**

The program-wide *Sequenced Pattern of Instruction (SPI)* is a pacing guide for all core subject areas that outlines classroom instruction and curriculum on a month-by-month basis for all grade levels. In addition, school schedules allow for student participation in intervention courses/strategies whenever possible. Programs and schedules at several Court School campuses have been restructured to provide more opportunities for underperforming students to receive intervention opportunities.

**12. Availability of standards-based instructional materials appropriate to all student groups**

Court School has state board-adopted K-8 and standards-aligned 9-12 textbooks sufficient for all students in social science, mathematics, language arts, and science. Curriculum is further supported by a variety of technology, including instructional software, online resources, SMART Board technology, and other applications.

**13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses**

All SBE-adopted and standards aligned curriculum is outlined in the *Course of Study* and *SPI*, which are used throughout all programs. Grade-level, core curriculum is supplemented with additional resources to help underperforming students access standards-aligned grade-level core courses. For our K-8 student population, Court School purchased and fully implemented *Pearson Language Central* and *Inside* for reading intervention and ELD. *Edge*, has also been implemented program-wide to provide reading language arts intervention and ELD for our 9<sup>th</sup> through 12<sup>th</sup> grade students. In math, *California Math Triumphs* is used for intervention and the *Measuring Up* curriculum is used to provide intervention for the CAHSEE. All of the above mentioned curriculum are SBE-adopted or standards-aligned.

**D. Opportunity and Equal Educational Access**

**14. Services provided by the regular program that enable underperforming students to meet standards**

The *Individual Learning Plan (ILP)*, created at enrollment, is developed to guide and support the instructional environment to sufficiently meet individual student needs. Those students who are performing below grade-level are provided services both within and beyond the regular school program. These services include systematic ELD instruction, reading specialist, special education and 504 plan services, CAHSEE tutorial services, and math and technology labs. Title I Paraprofessionals provide instructional support for those students who are behind three or more grade levels in reading and math by offering one-on-one and small group tutoring. In addition, instructional aides are in place to help provide support. All students have access to services and resources to foster academic achievement in the regular school program, in accordance with state standards.

Teachers use a variety of instructional strategies to differentiate instruction, including but not limited to: direct instruction, individualized instruction, cooperative learning, as well as video and computer technology in their classes. Differentiated instruction is provided to accommodate a diverse group of learners, thus allowing underperforming students greater access to the core curriculum.

#### Court School Special Education Resource Program (RSP)

RSP is an integrated model providing direct and indirect services to students to meet identified individual needs. Special educators and general educators work collaboratively to provide the resources and instructional program needed to meet the objectives and service requirements of the Individualized Education Program (IEP) in the least restrictive environment and least obtrusive manner. Under this model, whenever appropriate, eligible students will receive instruction in the general education classroom under the direction of the general education teacher. Students may also receive instruction in the learning/resource center under the direction of the special education teacher. The primary goals of the special education teacher are to serve students in the least restrictive environment, maximize learning, and enhance self-esteem on the part of all students. RSP functions optimally when special and general education work collaboratively to contribute to the skills and resources needed to enable the student to achieve the IEP goals.

### **15. Research-based educational practices to raise student achievement at this school**

Research-based educational practices include differentiated instruction, cooperative learning, culturally relevant pedagogy, technology literacy, small and large group instruction, project-based learning, experiential learning, and direct instruction. Currently, the research-based instructional strategies utilized by the Court School staff include *Thinking Maps* and *Fab Vocab*. *Write to Learn*, a program written by one of our recently retired ELD Resource teachers, is also implemented in daily instructional

practices. Part of the 2011 Staff Development Day, held in August, was devoted to training the instructional staff in Explicit Direct Instruction (EDI) to help them design lessons aligned to the content standards and maximize learning. As part of their formal observations, teachers will be expected to utilize Fab Vocab, Thinking Maps, and EDI. Court School leadership continues to target staff development in research-based instructional strategies and provide support for teachers during the implementation process.

## **E. Involvement**

### **16. Resources available from family, school, district, and community to assist under-achieving students**

Court School has an internal network of personal support services for students and a number of partnerships with outside agencies. As an example, The Pregnant and Teen Parenting Program provide classes, supplies, and even maternity clothes to pregnant and parenting teens who are students in our program. Also, a second Transition Counselor was placed in Court School to assist students at each Court School site with academic and transition planning, graduation requirements, returning to their school of residence, or transition to another Court or Community School program. In addition, a Job Developer was hired to help students explore career options and pursue a job or post-high school training. The Job Developer will work closely with the CareerPlus Center to provide a variety of programs and services related to job training and placement, as well as work-based curriculum where students can earn academic credit while gaining valuable job skills.

### **17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)**

Court School works well with partner and outside agencies, ranging from law enforcement to mental health and local employers. School-to-family communication is both consistent and effective. Soliciting direct parent involvement on a more regular basis is an ongoing challenge for school leadership; the average enrollment period of a student can range from one week to ten months. A number of programs and strategies are in place to increase parent involvement: school sites host Fall and Spring Open Houses for parents to see our programs. In addition, the ELD and bilingual staff make every effort to connect with the families of EL students.

The School Site Council is responsible for ongoing program evaluation. The School Site Council is comprised of participants at every level: teachers, counselors, administrators, parents, students, probation staff, and community members. The Court School Site Council reviews and approves the school plan and proposed expenditures and recommends them to the District's governing board for adoption. In accordance with the District's policies, Court School leadership has identified strategies to encourage more parental and community involvement as it relates to planning, implementation, and evaluation of school programs. In addition, parents are encouraged to participate in both the Court School and District English Learner Advisory Committees (D/ELAC).

## **F. Funding**

### **18. Services provided by categorical funds that enable underperforming students to meet standards**

Title I funding is the most substantial of the categorical funds that is received by the Court School program. The following describes specific efforts being made to meet the needs of underperforming students across the program utilizing Title I Part D funding.

A team of Title I curriculum specialists facilitate coaching in core content areas, including CAHSEE, ELD and new teacher support. These specialists provide ongoing, high-quality professional development in research-based strategies to improve instruction.

Transition counseling services are offered to commitment and non-residential Court School students. Counselors serve as liaisons between the Court School programs and the other school districts. They also provide post-graduation planning services to those students who will be graduating from Court School. Students with emotional or drug-related issues may initially be seen by the Transition Counselors and then are connected with mental health counselors.

### **19. Fiscal support**

*See attached budget*

## **Part III (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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p><b>SCHOOL GOAL # 1 English Language Arts:</b>          The passage rate for the Language Arts portion for all administrations of the CAHSEE will increase by 2.0% by August 2012.          (Note: Due to a historically low number of valid CST test scores, CST data will not be utilized to analyze student achievement.)</p>						
<p><b>Student groups and grade levels to participate in this goal:</b>          Students in grades 10-12</p>		<p><b>Anticipated annual performance growth for each group:</b>          The ELA passage rate on the CAHSEE will increase by 2.0%.</p>				
<p><b>Means of evaluating progress toward this goal:</b>          CAHSEE diagnostic assessment          Star Renaissance ELA Assessments (Pre/Post)          Edge assessments          Data analysis</p>		<p><b>Group data to be collected to measure academic gains:</b>          CAHSEE results from students in grades 10-12          Star Renaissance ELA Assessments(Pre/Post)          Edge assessment results          Analysis results</p>				
<p>Actions to be Taken to Reach This Goal<sup>1</sup>,          Consider all appropriate dimensions          (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date<sup>2</sup>          Completion Date</p>	<p>Person          Responsible</p>	<p>Proposed          Expenditures</p>	<p>Estimated          Cost</p>	<p>Funding          Source</p>
<p><b>English Language Arts</b>          1. Court School will purchase additional core and intervention level K-8 SBE adopted and 9-12 standards aligned curriculum and support the implementation process for all ELA learning environments.</p> <ul style="list-style-type: none"> <li>• <i>Edge</i> [Intervention Grades 9-12, Level B (additional) and Level C]</li> <li>• <i>Inside</i> (Intervention Grades 4-8) Phonics Kits</li> </ul>		<p>8/11-12/11</p>	<p>Directors,          VP          Curriculum          and          Instruction,          Reading          Specialist</p>	<p>Purchase of          additional          ELA core &amp;          intervention          materials</p>	<p>(Edge) 6,145           (Inside) 500</p>	<p>Title I, D ARRA           EIA</p>

<sup>1</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken or will begin, and the date it will be completed.

2. Vice-Principal of Curriculum and Instruction (C & I) hired to review/update/approve Course of Study and Sequenced Pattern of Instruction revisions of core and intervention level K-8 SBE adopted and 9-12 standards aligned curriculum. VP of C & I will support staff with the implementation of the adopted instructional strategies and curriculum.	8/11-ongoing	Director, VP of C & I	Salary and benefits	100,000	Title I, Part D
3. The Reading Specialist will provide intervention services to targeted students and/or provide support to teachers in the ELA/reading intervention curricula.	Ongoing	Director, Reading Specialist, teachers	Portion of salary and benefits	29,000	Title I, Part D
4. One intervention teacher will continue to work with EL and socioeconomically disadvantaged students at various Court School sites.	8/11-7/12	Director, principals	Salary and benefits	100,000	EIA
5. Two paraprofessionals will continue to administer pre-post assessments for incoming/exiting students and do data analysis.	7/11-ongoing	Director, principals	Salary and benefits for 2 paraprofessionals	100,000	Title I, Part D
6. Court School principals will work closely with the Probation Department to ensure that the school's master schedule for ELA will reflect effective use of instructional time in both core and intervention classes.	Ongoing	Director, principals	Inclusive	Inclusive	
7. Teachers will use core and intervention curriculum with fidelity.	7/11-ongoing	Director, principals	Inclusive	Inclusive	
8. Teachers will be encouraged to post standards-based learning and language objectives daily in their classrooms; which will match instruction.	7/11-ongoing	Principals, teachers	Inclusive	Inclusive	
9. Court School will continue to ensure systematic implementation of Write to Learn (WTL) at all court school sites.	Ongoing	Director, principals, C & I leadership team, teachers, FIST	Inclusive	Inclusive	
<b>CAHSEE</b>					

10. Court School will continue to provide systematic CAHSEE preparation and intervention program-wide.	8/11-ongoing	Director, principals, teachers	Inclusive	Inclusive	
11. Court School principals will work closely with the Probation Department to ensure that the school's master schedule reflects effective use of instructional time to provide CAHSEE preparation and intervention services.	Ongoing	Director, principals	Inclusive	Inclusive	
<b>Research Based Instruction Strategies – Cross Content</b> 12. Court School will ensure systematic implementation of <i>Thinking Maps</i> (TM) and <i>Fab Vocab!</i> (FV) at all locations.	Ongoing	Director, principals, C & I leadership team, FIST	Inclusive	Inclusive	
13. The Curriculum and Instruction Leadership Team will select additional research-based instructional strategies that will be implemented on a consistent basis in order to strengthen students' reading and writing skills across content areas and grade levels. The Focused Instructional Strategies Team (FIST) will then train the staff members at their respective sites.	8/11-ongoing	Director, C & I leadership team, FIST	Inclusive	Inclusive	
<b>Assessment and analysis of student performance data:</b> 14. Court School will collaborate with administration to design and utilize a comprehensive continuum of assessments which may include curriculum embedded assessments from adopted materials, the development of benchmarks, and the selection of other summative/formative assessments to determine individual student needs and design targeted instruction.	8/11-ongoing	Directors, principals, C & I leadership team, specialists, ELA teachers	Inclusive	Inclusive	
<b>Professional Development and Collaboration:</b> 15. Court School ELA teachers and principals will complete training in core and intervention level K-8 SBE adopted and 9-12 standards aligned curriculum. <ul style="list-style-type: none"><li>• Selected ELA teachers will be trained in <i>Holt Literature &amp; Language Arts</i></li><li>• Selected ELA teachers will be trained in <i>Inside</i></li><li>• All ELA teachers will be trained in <i>Edge</i></li></ul>	8/11-6/12	Director, principals, C & I leadership team	N/A	Trainings free of charge	

16. Provide ELA teachers time for collaboration	Ongoing	Principals, teachers	Inclusive	Inclusive	
<b>Involvement of staff, students, parents and other shareholders:</b> 17. The Court School Site Council will analyze the performance of all student groups and will consider the effectiveness of key elements of the instructional program for students failing to meet API, AYP, and CAHSEE growth targets. The Court SSC will provide recommendations to site and program leadership to improve student achievement.	9/11-6/12	SSC	Materials and supplies	150	Title I, Part D
18. Court School students, parents and other shareholders shall be notified of current Highly Qualified status on the Court School SARC report and Annual Notification to Parents.	8/11-6/12	Director, principals	Inclusive	Inclusive	

**Part III (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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p><b>SCHOOL GOAL # 2 Mathematics</b>                  The passage rate for the math portion for all administrations of the CAHSEE will increase by 2.0% by August 2012.                  (Note: Due to a historically low number of valid CST test scores, CST data will not be utilized to analyze student achievement.)</p>						
<p><b>Student groups and grade levels to participate in this goal:</b>                  Students in grades 10-12</p>		<p><b>Anticipated annual performance growth for each group:</b>                  The Math passage rate on the CAHSEE will increase by 2.0%.</p>				
<p><b>Means of evaluating progress toward this goal:</b>                  CAHSEE diagnostic assessment                  Star Renaissance Math Assessment (Pre/Post)                  Data Analysis</p>		<p><b>Group data to be collected to measure academic gains:</b>                  CAHSEE Results                  Star Renaissance Math test Assessment (Pre/Post)                  Analysis results</p>				
<p>Actions to be Taken to Reach This Goal<sup>3</sup>,                  Consider all appropriate dimensions                  (e.g., Teaching and Learning, Staffing and Professional Development)</p>		<p>Start Date<sup>4</sup>                  Completion Date</p>	<p>Person                  Responsible</p>	<p>Proposed                  Expenditures</p>	<p>Estimated                  Cost</p>	<p>Funding                  Source</p>
<p>1. Court School will purchase additional intervention and/or core level K-8 SBE adopted and 9-12 standards aligned curriculum and support the implementation process for all ELA learning environments.</p> <ul style="list-style-type: none"> <li>California Math Triumphs (Intervention)</li> </ul>		<p>8/11-12/11</p>	<p>Director,                  VP                  Curriculum                  and                  Instruction</p>	<p>Purchase of                  additional                  math                  intervention                  curriculum</p>	<p>11,060</p>	<p>Title I, Part D</p>

<sup>3</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

<sup>4</sup> List the date an action will be taken or will begin, and the date it will be completed.

2. Vice-Principal of Curriculum and Instruction (C & I) hired to review/update/approve Course of Study and Sequenced Pattern of Instruction revisions of core and intervention level K-8 SBE adopted and 9-12 standards aligned curriculum. VP of C & I will support staff with the implementation of the adopted instructional strategies and curriculum.	8/11-ongoing	Director, VP of C & I	Salary and benefits	See Action Step 2 (pg. 29)	Title I, Part D
3. Recruit and hire Math Coach/Specialist	Ongoing	Director, Principals	Portion of salary and benefits	20,000	Title I, Part D
4. Two paraprofessionals will continue to administer pre-post assessments for incoming/exiting students and do data analysis.	Ongoing	Director, principals	Salary for 2 paraprofessionals	See Action Step 4 (pg. 29)	Title I, Part D
5. Court School principals will work closely with the Probation Department to ensure that the school's master schedule for Math will reflect effective use of instructional time in both core and intervention classes.	Ongoing	Principals, director	Inclusive	Inclusive	
6. Teachers will use curriculum with fidelity.	Ongoing	Principals, teachers	Inclusive	Inclusive	
7. Teachers will be encouraged to post standards-based learning and language objectives in all classrooms; which will match instruction	Ongoing	Principals, teachers	Inclusive	Inclusive	
<b>CAHSEE</b>					
8. Court School will continue to provide systematic CAHSEE preparation and intervention program-wide.	7/11-ongoing	Director, principals, teachers	Inclusive	Inclusive	
9. Court School principals will work closely with the Probation Department to ensure that the school's master schedule reflects effective use of instructional time to provide CAHSEE preparation and intervention services	Ongoing	Director, principals	Inclusive	Inclusive	
<b>Research Based Instruction Strategies – Cross Content</b>					
10. Court School will ensure systematic implementation of <i>Thinking Maps</i> (TM) and <i>Fab Vocab</i> (FV) at all locations.	Ongoing	Director, principals, C & I leadership team, FIST	Inclusive	Inclusive	

11. The Curriculum and Instruction Leadership Team will select additional research-based instructional strategies that will be implemented on a consistent basis in order to strengthen students' mathematics skills across content areas and grade levels. The Focused Instructional Strategies Team (FIST) will then train the staff members at their respective sites.	8/11-ongoing	Director, C & I leadership team, FIST	Inclusive	Inclusive	
<b>Assessment and analysis of student performance data:</b> 12. Court School will collaborate with administration to design and utilize a comprehensive continuum of assessments which may include curriculum embedded assessments from adopted materials, the development of benchmarks, and the selection of other summative/formative assessments to determine individual student needs and design targeted instruction.	8/11-ongoing	Directors, principals, C & I leadership team, specialists, teachers	Inclusive	Inclusive	
<b>Professional Development and Collaboration:</b> 13. Court school math teachers will attend a series of math workshops to provide support in the core and intervention curriculum.	9/11-12/11	Director, principals, program specialist,	Inclusive	Inclusive	
14. Provide math teachers time for collaboration	Ongoing	Directors, principals, teachers	Inclusive	Inclusive	
<b>Involvement of staff, students, parents and other shareholders:</b> 15. The Court School Site Council will analyze the performance of all student groups and will consider the effectiveness of key elements of the instructional program for students failing to meet API, AYP, and CAHSEE growth targets. The Court SSC will provide recommendations to site and program leadership to improve student achievement.	Ongoing	SSC	Training costs	See Action Step 16 (pg. 31)	Title I, Part D
16. Court School students, parents and other shareholders shall be notified of current Highly Qualified status on the Court School SARC report and Annual Notification to Parents.	8/11-6/12	Director, principals	Inclusive	Inclusive	

**Part III (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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p><b>SCHOOL GOAL # 3 English Learners</b>                  Twenty-three percent of Court School English Learners will move up one proficiency level on the CELDT during the annual testing window (July 1– October 31) of each school year.</p>							
<p><b>Student groups and grade levels to participate in this goal:</b>                  All ELD students enrolled in Court School at least 30 days and test during annual CELDT testing window.</p>			<p><b>Anticipated annual performance growth for each group:</b>                  Twenty-three percent of all ELs will move up one proficiency level on the CELDT.</p>				
<p><b>Means of evaluating progress toward this goal:</b>                  ELD Plans                  IEIF Forms                  ELD Fall/Spring semester reports                  CELDT scores</p>			<p><b>Group data to be collected to measure academic gains:</b>                  ELD Plans                  IEIF Forms                  ELD Fall/Spring semester reports                  Official CELDT scores</p>				
<p>Actions to be Taken to Reach This Goal<sup>5</sup>,                  Consider all appropriate dimensions                  (e.g., Teaching and Learning, Staffing and Professional Development)</p>			<p>Start Date<sup>6</sup>                  Completion Date</p>	<p>Person Responsible</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p><b>ELD</b>                  1. Court School will continue to provide 30-45 minutes per day of additional non-core instruction for ELD intervention. Teachers will continue to work with their EL students on ELD goals utilizing the intervention curriculum with fidelity.</p>			<p>Ongoing</p>	<p>Director, principals, ELD resource teacher, teachers</p>	<p>Inclusive</p>	<p>Inclusive</p>	

<sup>5</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>6</sup> List the date an action will be taken or will begin, and the date it will be completed.

2. One intervention teacher will continue to work with EL and socio-economically disadvantaged students at various sites.	8/11-7/12	Director, principals	Salary and benefits	See Action Step 3 (pg.29)	EIA
3. Develop ELD Database program-wide to share EL student information and monitor/track student progress toward meeting ELD goals outlined in ELD Learning Plans.	8/11-12/11	Director, principal of technology, ELD specialist	Inclusive	Inclusive	
<b>Professional Development and Collaboration:</b> 4. EL Coaches will meet with teachers monthly to review ELD learning plans.	Ongoing	ELD Resource Teacher, EL coaches, teachers	Extra duty for teachers serving as EL Coaches	10,000	Title I, Part D
<b>Involvement of staff, students, parents and other shareholders:</b> 5. The Court School ELAC will analyze the performance of English learners and will consider the effectiveness of key elements of the ELD Intervention Program for EL students failing to meet API and AYP growth targets. The Court School ELAC will provide recommendations to site and program leadership to improve English learner student achievement.	Ongoing	Court School ELAC	Substitutes for staff members, ELAC educational materials and supplies for all members	100	Title I, Part D

**COURT SCHOOL BUDGET SUMMARY  
2011-2012**

Funding Source	Projected Revenue Amount	Notes
<b>ADA</b> <ul style="list-style-type: none"> <li>• Court School</li> </ul>	<b>\$4,000,000</b>	
<b>Special Education</b>	<b>\$330,412</b>	Based on annual ADA report from Alternative Ed Court School
<b>Federal Support</b> <ul style="list-style-type: none"> <li>• Title 1, Part D Delinquent</li> <li>• Title 1, Part D, ARRA</li> <li>• Title II (Improving Teacher Quality)</li> </ul> <b>Subtotal Federal Support</b>	\$1,800,328  \$18,466  \$9,292  <b>\$1,828,086</b>	Based on count of 30 day students in residential facility during month of October  Grant ended 9/30/11
<b>State Categorical Support</b> <ul style="list-style-type: none"> <li>• EIA (Economic Impact Aid)</li> <li>• Lottery</li> </ul> <b>Subtotal State</b>	\$79,600 (total allocation)  \$17,430  <b>\$97,030</b>	Restricted to purchase textbooks and other instructional materials
<b>Total</b>	<b>\$6,255,528</b>	

**Form D: School Site Council Membership**

*Education Code Section 64001(g)* requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:<sup>7</sup>

Names of Members 2011-2012	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Carlos Rojas	X				
Cherie Anderson			X		
April Scoles		X			
Steve Ost		X			
Julie Skau		X			
Kimberly Herrera		X			
Ramon Serna					X
Lynn Harris					X
Kyle Keigley					X
Greg Scoggins				X	
Ricardo Alcalá				X	
Jose Chavez				X	
	1	4	1	3	3

<sup>7</sup> 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.

**Form E: Recommendations and Assurances**

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: 10/19/11.

Attested:

Carlos Rojas  
Typed name of school principal

Signature on file at school office  
Signature of school principal

10/19/11  
Date

Steve Ost  
Typed name of SSC chairperson

Signature on file at school office  
Signature of SSC chairperson

10/19/11  
Date