

The Single Plan for Student Achievement

School: Alice M. Worsley School, Fresno County Court School
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District: Fresno County Office of Education
Principal: Marisa Gamboa
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Alice M. Worsley School, Fresno County Court School's Vision and Mission Statements

The Court School program has a clearly defined vision and mission based on the needs of our student population, current educational research, our beliefs and goals, and stakeholder feedback.

Our vision of the Court School program is to provide exemplary educational programming guided by a well-defined curriculum designed to address the individual needs of Fresno County's at-risk youth.

Our mission is to assess students' educational needs; provide educational opportunities for all students which strive to develop positive self-esteem, academic skills, practical life and social skills; provide relevant Career Technical Education, assist students in completing their high school education, and/or in transitioning to other appropriate educational programs.

School Profile

Alice M. Worsley School serves middle and high school students whom reside at the Fresno County Juvenile Justice Campus, primarily a detention facility to house youth involved in the adjudication process through the Juvenile Court. Instruction in the Court School program is offered year round.

School enrollment for each student varies as determined by the adjudication process of the Fresno County Juvenile Court. The long-term enrollment program (Commitment Campus) until recently provided school services to students who were adjudicated for four or more months. However as early as 2010, the commitment student population's sentence duration has varied with a growing number of students in custody duration decreasing. Our designated short-term enrollment program (Detention Campus) provides educational services to students awaiting court proceedings, resulting in school enrollment that may range from a few days to several weeks. Our CBEDS 2016 enrollment for the school campus was 205 (103 enrolled in the Commitment Campus and 102 in the detention campus). Capacity for student enrollment in the school's compensatory educational services is dependent on the Fresno County Juvenile Justice Campus' (JJC) capacity/budget/resources; capacity is 360. During the 2014-2015 school year the duplicated student count was 2,033 and the unduplicated count was 1,348. In the 2015-2016 school year the duplicated student count was 1,803 and the unduplicated count was 1,205.

Our school's progress indicators include student data from the California Assessment of Student Performance and Progress (CAASPP), the California English Language Development Test (CELDT), and local diagnostic, benchmark and curriculum embedded assessments in reading, writing, and math. In addition, credits earned for long-term high school students are monitored for support needed in goal attainment. Indicators are monitored and reviewed throughout the school year at regularly scheduled administrative team meetings, Leadership Cadre meetings, content-area specific focus group meetings, and professional learning communities. In addition, our school accountability documents are presented to our Board of the Fresno County Office of Education annually for approval. The Court School's curricular emphasis has a solid foundation of the California State Standards, while maintaining particular attention to the various needs and learning styles represented by all students. We are also focused on successful implementation of research-based practices in accordance with our district set goals in alignment with instructional shifts for ELA/Literacy and Math in Common Core. The instructional program on the commitment campus may offer Work Experience Education, Career Technical Education/Regional Occupational Program courses Building Trades and Computer Graphics and Design, and Welding. In addition, our school is in the fourth year of School-wide Positive Behavioral Interventions & Supports, a decision making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving academic and behavior outcomes for all students. Professional development opportunities have been aligned to support our identified critical areas of need (literacy, numeracy, English language development, and 21st Century Learning Skills) of the school community and are offered throughout the school year.

We have achieved full accreditation by the Western Association of Schools and Colleges (WASC) for over 20 years. Our Student Learning Outcomes were revised in September 2014: 1) Students will demonstrate progress toward proficiency in academics, 21st century skills, and college and career readiness, 2) Students will exhibit pro-social behavior, demonstrate self-discipline, responsibility, and encourage peer improvement, and 3) Students will successfully transition and continue on an educational and/or career path. FCOE's Court and Community Schools completed a full WASC accreditation in spring 2015.

Our school ensures that our stakeholders are involved in the planning and monitoring processes for student achievement of academic standards and of our Student Learning Outcomes. The degree of our assurance is documented through our collaborations via our School Site Council, District English Language Advisory Committee, English Language Advisory Committee, inter-agency and school collaboration meetings, Friends of Rachel Student Leadership Team, Parent Teacher Association (PTA) and the Alice M. Worsley Foundation. The Fresno County Office of Education Court School/Worsley School Site Council and English Language Advisory Committee is composed of twelve members elected by peers; half of the members are four classroom teachers, the principal, and two other school personnel. The other half of the council is composed of three students selected by peers, at minimum three parents, and four community members elected by parents or other community members.

The Fresno County Court School PTA has actively supported student success for over 29 years and is represented by community stakeholders including but not limited to the Fresno County Office of Education, Fresno County Probation Department, Fresno County Sheriff's Department, State Center Community College District, Fresno Police Department personnel and parents. Students also have access to activities and opportunities at the school and within the community through the Alice M. Worsley Foundation. This foundation provides an ongoing resource for learning opportunities in Literacy, Character Education and Leadership for our students. The school also maintains regular collaboration with Mental Health Systems' site-based personnel who provide direct services to youth on campus at standing monthly meetings to monitor and support overall student success. In addition, ten monthly evening parent engagement meetings are held to further support student success.

In October 2010, the Fresno County Office of Education sponsored Rachel's Challenge assemblies throughout schools in the county. Worsley School at the Juvenile Justice Campus participated in such an assembly that focused on inspiring, equipping, and empowering people to create a permanent, positive culture change by starting a chain reaction of kindness and compassion. As a result, a group of students representing the long-term campus have participated in a Friends of Rachel student leadership training, thus becoming our charter student leadership team. Our Friends of Rachel members also serve as our school site council student representatives.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

School and climate surveys have been periodically administered to students, staff, parents, and other stakeholders. Most recently a Positive Behavior Intervention and Supports survey was administered and reviewed at our professional learning communities in January 2014. Results and consensus were that behavior modification and student engagement strategies are a priority, as well as collaboration for continued successful implementation of Common Core practices, and collaboration and communication among multiple agencies on campus. Standing Safety Committee meetings were implemented to sustain campus communication among colleagues.

Classroom Observations

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

A schedule of classroom formal and informal observations and classroom walk throughs is maintained whereby teachers are provided immediate feedback based on the following areas observed: instructional strategies, student engagement, school expectations/student behavior support systems in place, overall classroom management, and other supports as identified in our professional learning communities.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Student data from the California Assessment of Student Performance and Progress (CAASPP), the California English Language Development Test (CELDT), and local diagnostic, benchmark and curriculum embedded assessments in reading, writing, and math are disaggregated and analyzed with staff at PLC meetings to inform instruction. In addition, credits earned for long-term high school students are monitored for support needed in goal attainment. Resulting from this collaboration, Commitment Campus and other long-term students' needs are assessed during the commitment assessment and orientation process and the students' classes are scheduled accordingly that may include after school and Saturday classes, Career Technical Education and Regional Occupation Program courses, English Language Development, Credit Recovery, Special Day Classes, and intervention or enrichment classes.

A teacher (s) on special assignment provides and reviews transcript information, assessment data and assist with the overall transition of students.

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

Our weekly Professional Learning Communities focus on the aforementioned data analysis and curriculum-embedded assessments through collective inquiry to identify effective instructional strategies and continued monitoring of student progress. The data analysis protocol is utilized to monitor student progress and to modify instruction based on curriculum-embedded assessments. Teachers also maintain regular contact between our teacher on special assignment who oversees student courses and credits and provide feedback based on curriculum-embedded assessments for potential modification to instruction.

Staffing and Professional Development

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

Beginning with the 2008-2009 school year, professional development opportunities focused primarily on NCLB through the Verification Process for Special Settings (VPSS) for identified certificated staff in core areas of instruction per requirements for highly qualified staff. VPSS trainings began with English, Math, Social Science, and were completed with Science in the spring of 2012.

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

The school staffs all classrooms with fully credentialed, highly qualified teachers and provides teachers with instructional materials' professional development provided by a knowledgeable and experienced provider through the Fresno County Office of Education to skillfully implement all components of the adopted, FCOE Board approved instructional materials.

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

Staff development opportunities are aligned to support full implementation of the California Common Core State Standards and practices. The opportunities also support assessed student performance needs such as literacy, numeracy, English Language Development, and character education/social development in order to maximize academic engagement and achievement for all students. Alignment also includes training to support 21st-Century Skills and training to support evidence-based behavioral practices.

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

Classroom coaching is available through support provided by site leadership and through the Fresno County Office of Education content experts and instructional coaches. Assistance and support for teachers is ongoing and includes a partnership with math and ELA/ELD content experts for instructional support.

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

Weekly participation in collaborative subject area/course level team meetings, professional learning communities, are held and collaboration hours have been increased to discuss and use student achievement results to determine student progress, effective use of research-based practices, and to plan, deliver and adjust instruction.

Teaching and Learning

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

The Court Schools has a clearly defined curriculum guide aligned with the California content standards; the guide is being aligned to support full implementation of the California Common Core State Standards including the Next Generation Science Standards (NGSS). Through the collaboration of the content area focus groups, school staff meetings, the Leadership Cadre and the Administrative Team, the Court Schools Curriculum Guide is revised annually to update and review the standards and curriculum as necessary.

The Court Schools content area focus groups meet regularly to discuss student needs based on state and local performance data. Review and analysis of student data, feedback from the school community, and preparation of the Court Schools' 2015 WASC accreditation determined the following to be critical areas of need: Literacy, Numeracy, English language development, and 21st Century Learning Skills.

The Court and Community Schools identified a common core curriculum for English/Reading Language Arts, Character Based Literature (CBL) in the fall of 2010. This English common core curriculum team, comprised of Court and Community School stakeholders, provided assurances that the CBL curriculum is aligned with the state's content and performance standards and practices. During the 2014-2015 school year, the Court and Community Schools' Math Department participated in a curriculum review process and identified new core and supplemental curriculum. During the 2015-2016 school year, the Court and Community Schools' ELA/ELD Department will proceed with a similar review process for a new ELA/ELD curriculum.

The school provides the current district-adopted, standards-aligned English/Reading Language Arts textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all English classrooms. Full implementation began in the fall of 2011.

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

The school complies with and monitors daily implementation of instructional time for our most current SBE-adopted, standards-based Reading Language Arts, English Language Development, Math, and Intensive Intervention programs.

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

The school's master schedule allocates the appropriate instructional time and flexibility for the instruction of intensive intervention students, including English Learners and Students with Disabilities. The school monitors the use of the instructional/assessment pacing guide to support a common sequence of instruction and assessment.

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

Standards-based instructional materials are available to all student groups. A needs assessment is initiated at the focus group level that addresses the needs of the student population and state adopted curriculum timelines. Information gathered from this assessment is shared with the school-site leadership team, orders may be placed accordingly and professional development on best instructional practices is offered.

Examples of standards-based instructional materials may include: Character Based Literature, Inside Language Literacy & Content, Edge, Cyber High, Biology, Math 6, Math 7, Math 8, and Integrated Math.

Resulting from collaboration during the 2009-2010 school year among the Court and Community School Literacy/Media Focus Group, the FCOE District Assistance and Intervention Team (DAIT), administrative meetings and Leadership Cadre meetings, Alice M. Worsley implemented our English-language Development and English/Reading Language Arts (ERLA) intervention programs, Edge for high school and Inside for middle school in the fall of 2010.

The Court and Community English common core curriculum team, also provided feedback as to the district wide implementation of the aforementioned ELD and ERLA intervention curriculum.

Full implementation for Alice M. Worsley School of our ERLA, ELD and ERLA intervention curriculum and practices were met in the fall of 2011. Included in full implementation are formative and summative processes that our school site will employ to assess the validity and effectiveness of core and supplemental programs. Local assessment data in reading and math and curriculum embedded assessments will be analyzed via Illuminate, our new data management system and through teacher collaboration meetings.

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

The school provides the current district-adopted, standards-aligned textbooks and instructional materials, including ancillary materials for universal access. The programs are implemented as designed and are in daily use. Students are enrolled in standards-aligned core courses.

Opportunity and Equal Educational Access

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

The school program offers courses aligned to the school's critical areas of need as determined by student assessment group data. Student assessment data is reviewed upon entry on the commitment campus at assessment and orientation to determine course placement. Student schedules are then developed for those enrolled in the long-term programs; an assessment and orientation process has been expanded to include identified students on the short-term campus with a goal of implementation for students enrolled a minimum of 10 days. A Transition Plan, a multi-disciplinary re-integration process for educational placement, is developed for all students enrolled at least 45 days. Aligned professional development opportunities are provided throughout the year to ensure the ongoing improvement of instructional delivery based on student need.

14. Research-based educational practices to raise student achievement

Site leadership facilitates and supports at least two structured collaboration meetings (professional learning communities) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school assessment system to guide student placement, instructional planning and delivery, and progress monitoring. Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design and delivery, including the use of research-based strategies to support the mastery of content standards for all students.

Parental Involvement

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

Resources available to assist Court Schools students include Court School PTA, the Alice M. Worsley Foundation, Mental Health Services, Fresno County Economic Opportunities Commission, Fresno County Probation, Substance Abuse Treatment, School Psychologists, Special Education Resource Teachers, Fresno County Office of Education staff, and various outreach groups that may include the State Center Community College District, Planned Parenthood, Focus Forward and Barrios Unidos.

The Fresno County Court School PTA has actively supported student success for over 29 years and is represented by community stakeholders including but not limited to the Fresno County Office of Education, Fresno County Probation Department, Fresno County Sheriff's Department, State Center Community College District, Fresno Police Department personnel and parents. Membership and general meeting invitations will continue to be distributed and reviewed with parents and families of our students.

School leadership will continue to collaborate with Mental Health Systems (MHS) and plan for the regularly scheduled 10 school and parent evening meetings per school year, as MHS has included the school in family meeting sessions. During the meetings, the school's overarching goal is to involve family and other stakeholders as to how best prepare for helping students reach selected academic and nonacademic goals such as improving reading, math, health, attendance, behavior and other goals for students and the overall home-school-community connection.

School programming beyond the school day to assist under-achieving students includes reading and math intervention classes held after school and on Saturdays. Supplemental Education Services, tutorial services offered to FCOE students at no cost to families, and how to obtain services will continue to be discussed with parents at the regularly scheduled school and parent meetings. Our academic calendar will also continue to be an item for review with parents. Overall, school leadership will continue to involve parents and the community in the planning and implementation of our school plan primarily through our School Site Council and English Language Advisory Committee.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our School Site Council (SSC) meets the required composition that includes representation of students, parents, school staff, and community representatives. The SSC develops and approves the Single Plan for Student Achievement, recommends it to the governing board for approval, monitors its implementation, and evaluates its effectiveness of the planned activities at least annually.

Funding

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

Extended Learning Opportunities (after school classes) are offered to students who need additional support in reading and math, and may include reading and math acceleration. Funds are used for credentialed teachers to provide additional educational support services and to pay for workshops/conferences that meet the staff development criteria. Additional supplemental curriculum to support under-performing students are purchased as needed. In addition, reading and math tutors will work directly with students to support learning 3-4 days per week in collaboration with California State University, Fresno and California Teaching Fellows Foundation.

18. Fiscal support (EPC)

The school's General and Categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in ELA, Math and the Single Plan for Student Achievement. Fiscal support also continues to be provided for services to students that include the administering of State Center Community College placement exams and registration by teachers on special assignment; completion of the Free Application for Federal Student Aid is also available with the assistance of teachers on special assignment. Throughout the SPSA's budgeted goals, the funding total each for Title I Parts A and D include 20% benefits and 15% indirect costs.

Description of Barriers and Related School Goals

Alice M. Worsley School serves students at the Fresno County Juvenile Justice Campus, primarily a detention facility to hold minors who have committed a law violation while they are being processed through the Juvenile Court. In addition to holding minors pending court action, the Juvenile Justice Campus provides secure confinement for minors pending delivery to other juvenile and adult justice jurisdictions, foster and group home placements, and court ordered commitments.

School enrollment at Worsley varies for each student as determined by the adjudication process of the juvenile courts. The long term enrollment program until recently provided school services to students who were adjudicated for four or more months; however, student mobility is a constant in a court school setting. Our designated short term enrollment program ("detention campus") provides school services to students awaiting court processes, resulting in school enrollment that may range from a few days to several weeks. Alice M. Worsley School's student population is mobile, as court school programs operate with an open entry, open exit enrollment.

As a school staff, we are focused on transitioning to full implementation of the Common Core State Standards and research-based practices in accordance with our district set goals while maintaining particular attention to the various needs and learning styles represented by our students. We will continue to monitor progress of our focus on learning and collective inquiry to best practice. In addition, our school is in the fourth year of School-wide Positive Behavioral Interventions & Supports, a decision making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving academic and behavior outcomes for all students. Professional development opportunities will continue to be aligned to support our identified critical areas of need of the school community.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	3		2		2		66.7	
Grade 7	5	5	3	4	3	3	60.0	80
Grade 8	32	29	22	18	21	18	68.8	62.1
Grade 11	124	119	95	86	90	84	76.6	72.3
All Grades	164	153	122	108	116	105	74.4	70.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	*		*		*		*		*	
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	2430.8	2424.0	0	0	9	0	18	17	68	83
Grade 11	2457.8	2455.9	0	0	8	7	19	20	67	73
All Grades	N/A	N/A	0	0	8	6	18	19	69	75

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	*		*		*		
Grade 7	*	*	*	*	*	*	
Grade 8	0	0	29	22	71	78	
Grade 11	6	5	33	36	60	60	
All Grades	4	4	31	32	64	64	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	*		*		*	
Grade 7	*	*	*	*	*	*
Grade 8	0	0	14	22	86	78
Grade 11	0	0	22	20	76	80
All Grades	0	0	20	20	78	80

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	*		*		*	
Grade 7	*	*	*	*	*	*
Grade 8	5	0	24	39	71	61
Grade 11	3	1	43	48	52	51
All Grades	3	1	38	45	58	54

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	*		*		*	
Grade 7	*	*	*	*	*	*
Grade 8	0	0	52	6	48	94
Grade 11	3	2	38	42	58	56
All Grades	3	2	40	34	57	64

Conclusions based on this data:

1. Data and strategies to improve teaching and learning will focus on review of the Smarter Balanced Summative Assessments, Interim Assessments, and Digital Library of formative assessment resources in weekly PLCs. Particular attention will be placed on analyzing student work, Depth of Knowledge, rigor, and the language and function of the ELA/Literacy Achievement Language Descriptor Thresholds.
2. As spring 2015 CAASPP results are our baseline, local reading benchmarks will continue to be analyzed to identify and implement research-based instructional strategies. This data will be shared with students, parents, and other stakeholders to bring relevance to the data.
3. Tutoring services from the Teaching Fellows program at CSU Fresno (4 hours per day, 4 days per week) are provided to identified ELA classrooms as ELA has been identified as a need for additional support based on state and local assessment data.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	3		2		2		66.7	
Grade 7	5	5	3	4	3	4	60.0	80
Grade 8	32	31	23	19	22	17	71.9	61.3
Grade 11	124	117	87	82	84	81	70.2	70.1
All Grades	164	153	115	105	111	102	70.1	68.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	*		*		*		*		*	
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	2422.7	2358.3	0	0	0	0	13	12	83	88
Grade 11	2411.4	2408.7	0	0	0	0	5	5	92	95
All Grades	N/A	N/A	0	0	0	0	6	6	90	94

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	*		*		*		
Grade 7	*	*	*	*	*	*	
Grade 8	0	0	9	6	82	94	
Grade 11	0	0	2	2	96	98	
All Grades	0	0	4	3	94	97	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	*		*		*	
Grade 7	*	*	*	*	*	*
Grade 8	0	0	36	18	55	82
Grade 11	0	0	25	27	74	73
All Grades	0	0	26	25	71	75

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	*		*		*	
Grade 7	*	*	*	*	*	*
Grade 8	0	0	41	24	50	76
Grade 11	0	0	37	36	62	64
All Grades	0	0	38	33	59	67

Conclusions based on this data:

1. Data and strategies to improve teaching and learning will focus on review of the Smarter Balanced Summative Assessments, Interim Assessments, and Digital Library of formative assessment resources in weekly PLCs. Particular attention will be placed on analyzing student work, Depth of Knowledge, rigor, and the language and function of the Math Achievement Language Descriptor Thresholds.
2. As spring 2015 CAASPP results are our baseline, local math benchmarks will continue to be analyzed to identify and implement research-based instructional strategies. This data will be shared with students, parents, and other stakeholders to bring relevance to the data.
3. Tutoring services from the Teaching Fellows program at CSU Fresno (4 hours per day, 4 days per week) are provided to identified Math classrooms as Math has been identified as a need for additional support based on state and local assessment data.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7							***								
8									***						
9							***		***	***			***		
10						50	50		25	50		25			
11				29		25	29		50	36			7		25
12	17		14	25		14	42		29	17		14			29
Total	6		5	21		24	38		43	29		10	6		19

Conclusions based on this data:

1. Due to a mobile student population, data thoroughly examined by school staff include local assessment data such as school-wide writing prompt scores, reading and math benchmarks, and curriculum embedded assessments. Our professional learning communities will continue to focus on regular use of effective research-based instructional strategies to improve literacy, numeracy and English-Language Development achievement for all subgroups. English Language Learners who meet the criteria for our English Language Development class will be scheduled accordingly; assessment data from this group of students will be monitored in our DELAC, ELAC, and professional learning communities to inform instruction.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7							***	***							
8							***								
9				33			17	***		33	***		17		
10					***		50			50	***				
11				27	38		33	38		33	25		7		
12	13	14		31	29		44	57		13					
Total	4	5		24	29		40	48		27	19		4		

Conclusions based on this data:

1. Due to a mobile student population, data thoroughly examined by school staff include local assessment data such as school-wide writing prompt scores, reading and math benchmarks, and curriculum embedded assessments. Our professional learning communities will continue to focus on regular use of effective research-based instructional strategies to improve literacy, numeracy and English-Language Development achievement for all subgroups. English Language Learners who meet the criteria for our English Language Development class will be scheduled accordingly; assessment data from this group of students will be monitored in our DELAC, ELAC, and professional learning communities to inform instruction.
2. The designated EL program will be expanded to include the short-term/detention student population to meet the identified EL needs.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	34	36	21
Percent with Prior Year Data	61.8%	61.1%	61.9%
Number in Cohort	21	22	13
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	59.0	60.5	62.0%
Met Target	--	--	--

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1	41	1	50	4	29
Number Met	--	9	--	13	--	5
Percent Met	--	22.0%	--	26.0%	--	17.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	No	--	No	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Due to a mobile student population, data thoroughly examined by school staff include local assessment data such as school-wide writing prompt scores, reading and math benchmarks, and curriculum embedded assessments. Our professional learning communities will continue to focus on regular use of effective research-based instructional strategies to improve literacy, numeracy and English-Language Development achievement for all subgroups. English Language Learners who meet the criteria for our English Language Development class will be scheduled accordingly; assessment data from this group of students will be monitored in our DELAC, ELAC, and professional learning communities to inform instruction.
2. CELDT data for the last three years show Intermediate proficiency has been the most common level. All teachers are EL authorized, and EL professional development is provided to support identified needs.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	62	53	82
Percent with Prior Year Data	46.8	62.3	81.7
Number in Cohort	29	33	67
Number Met	0	0	8
Percent Met	0.0	0.0	11.9
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	39	119	24	121	31	99
Number Met	0	16	0	15	0	10
Percent Met	0.0	13.4	0.0	12.4	0	10.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	63	
Met Percent Proficient or Above	--	N/A	
Mathematics			
Met Participation Rate	No	64	
Met Percent Proficient or Above	--	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. Due to a mobile student population, data thoroughly examined by school staff include local assessment data such as school-wide writing prompt scores, reading and math benchmarks, and curriculum embedded assessments. Our professional learning communities will continue to focus on regular use of effective research-based instructional strategies to improve literacy, numeracy and English-Language Development achievement for all subgroups. English Language Learners who meet the criteria for our English Language Development class will be scheduled accordingly; assessment data from this group of students will be monitored in our DELAC, ELAC, and professional learning communities to inform instruction.

2. CELDT data for the last three years show Intermediate proficiency has been the most common level. All teachers are EL authorized, and EL professional development is provided to support identified needs.
3. CELDT participation rate for 2012-2013 and 2013-2014 was met.

Planned Improvements in Student Performance

School Goal #1 School Climate and Culture

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

SUBJECT: School Climate and Culture
LEA GOAL:
Improve student engagement, increase student attendance by 2%, reduce student discipline referrals by 2%, and reduce suspension days by 2%.
SCHOOL GOAL #1:
Improve school climate with Positive Behavior Interventions and Support (PBIS) strategies and related services that will improve behavior, attendance, health and academics.
Data Used to Form this Goal:
Personal Social Development (PSD) progress collected from student surveys to include PBIS student/staff surveys and other surveys, PSD classroom assessments, FCOE Facilities Report, student, staff and other stakeholder feedback, and Aeries student data.
Findings from the Analysis of this Data:
Multiple ancillary services and programs directly support student behavior, attendance, health and academics.
How the School will Evaluate the Progress of this Goal:
Monthly, quarterly and annual program monitoring and evaluation through our professional learning communities, PBIS meetings, our PTA, and our SSC with particular focus on this goal's impact to attendance, suspension rate, and student success.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule of character education and community involvement opportunities to engage our students with the community and community resources.	07/01/2016-06/30/2017	Manager: Marisa Gamboa. Worsley Site Leadership Team. Professional Development: Pam Coronado	Motivational Speakers/Character Education, College and Career Readiness	5000-5999: Services And Other Operating Expenditures	Title I Part D	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide for a school psychologist and a teacher on special assignment to assist in the implementation of PBIS and proactive implementation of related interventions to support overall student success.</p> <p>Purchase SWISS Data Management System to track student referrals. Provide staff to implement and provide program support of PBIS.</p>	07/01/2016-06/30/2017	Program Manager: Marisa Gamboa. School Psychologist: Karla Spain	School Psychologist - ks	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	82,000
			School Psychologist - ks	1000-1999: Certificated Personnel Salaries	Title I Part D	10,000.00
			Teacher on Special Assignment - df	1000-1999: Certificated Personnel Salaries	Title I Part D	20,000
			Senior Office Assistant - rm	2000-2999: Classified Personnel Salaries	LCFF - Base	32,000
Sustain active Parent Engagement in students' academic success and the overall home-school-community connection. This will be achieved mainly, but not limited to, through the established 10 evening parent and school meetings per year.	07/01/2016-06/30/2017	Program Manager: Marisa Gamboa. Worsley School Site Council and English Learner Committee Teachers on Special Assignment	Parent Engagement	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	23,000
				5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	5,000
Purchase parent communications suite/parent notification system to inform parents/guardians of their child's school related news (Blackboard Connect)	07/01/2016-06/30/2017	Program Manager: Marisa Gamboa. Worsley School Site Council and English Learner Committee Teachers on Special Assignment	Parent Engagement	5900: Communications	LCFF - Base	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide further parent engagement opportunities by 1) Training identified staff for Parent Project trainers, 2) Provide more Parent Project course offerings, 3) Provide Transportation for parent engagement opportunities, 4) Provide babysitting for parents to participate in parent engagement opportunities.	07/01/2016-06/30/2017	Program Manager: Marisa Gamboa. Worsley School Site Council and English Learner Committee Teachers on Special Assignment	Parent Engagement	0000: Unrestricted	Title I Part A: Parent Involvement	23,000.00

Planned Improvements in Student Performance

School Goal #2 Transition Support/Resources

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

SUBJECT: Transition Support/Resources
LEA GOAL:
Provide re-entry services to students and their families to include academic planning and planning for career and postsecondary education to promote students' success and to establish a foundation for goal achievement.
SCHOOL GOAL #2:
The Court Schools will provide transition personnel and an assessment/orientation teacher through a teacher (s) on special assignment and/or a Pupil Personnel Services (PPS) credentialed staff member (s) to support student academic and nonacademic success by providing the following services to students and staff that may include: analyzing credits, transcript information and student special needs; student orientation; creating reports as needed; tracking assessment data; assisting with parental notification of assessment results; and coordinating career and/or technical education readiness opportunities. A transition team comprised of the transition specialist personnel, probation, mental health, substance abuse and resource specialists, when applicable, will assist students in preparation of transitioning from the Court Schools to other school sites. Court Schools will develop individual transition plans to assist students in identifying possible careers of interest and prerequisite skills and education to prepare them for college and/or career readiness.
Data Used to Form this Goal:
Graduation rate including HISET, transition meeting data and transition plans, 504 Plan student data, Credit Recovery data, student records/credit worksheets, CTE enrollment and course offerings, orientation/assessment data, State Center Community College Consortium data, and school academic calendar. Local assessments and state assessmentsstudent surveys
Findings from the Analysis of this Data:
Students are assigned to appropriate classrooms based on transcript analysis, and an increase in graduation rates has been demonstrated.
How the School will Evaluate the Progress of this Goal:
This school goal will be evaluated overall on an annual basis as part of the SPSA evaluation process, and will be evaluated monthly at our professional learning communities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Transition personnel will continue to meet with students to assess academic and nonacademic needs and plan accordingly for success while enrolled and to develop a collaborative transition plan for individual students on the commitment campus and identified detention campus students. Transition services will be expanded to post-enrollment.	07/01/2016-06/30/2017	Program Manager: Marisa Gamboa Transition Consultant/Consultant : Mike Lepore Teacher on Special Assignment: Debbie Fulton School Psychologist: Karla Spain	Transition Specialist, Transcripts - df	1000-1999: Certificated Personnel Salaries	Title I Part D	70,000
			Transition Consultant/Consultant-ml	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	95,000
			Foster Youth Students-df	1000-1999: Certificated Personnel Salaries	Title I Part D	5,000
Funds will be provided for Career and Technical Education resources to assist students with career planning and opportunities.	07/01/2015-06/30/2016	Director: Bill Johnson Program Manager: Marisa Gamboa School to Career Focus Group Leadership Cadre/Teachers on Special Assignment: Mike Lepore and Debbie Fulton	Resources to assist students	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,000
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	145,000
				4000-4999: Books And Supplies	LCFF - Supplemental	25,000
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	49,000
				4000-4999: Books And Supplies	LCFF - Supplemental	25,000

Planned Improvements in Student Performance

School Goal #3 Curriculum & Classroom Instructional Staff

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

SUBJECT: Curriculum & Classroom Instructional Staff
LEA GOAL:
Retain/hire HQT for all core and elective courses as positions become available and provide state/locally approved Common Core curriculum and supplemental materials for all courses.
SCHOOL GOAL #3:
Provide each classroom with an HQT instructor with appropriate state/locally approved Common Core curriculum and supplemental materials to support common core teaching, learning and practices.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
School schedules, Human Resources records, district curriculum trainings, professional development specific to curriculum, and state and local assessment data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase adopted and approved Math, ELA and ELD Common Core curriculum and supplemental materials to support common core teaching, learning and practices.	July 2016 - June 2017	Administration, Leadership Cadre	Core and supplemental curriculum	4000-4999: Books And Supplies	Other	81,000
Provide Supplemental educational services (four math and reading tutors through CSU Fresno/Teaching Fellows, four days per week, four hours per day).	July 2016 - June 2017	Administration, Leadership Cadre	Part-time math and reading tutors	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	98,000

Planned Improvements in Student Performance

School Goal #4 Professional Development

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

SUBJECT: Professional Development
LEA GOAL:
Provide professional development for common core implementation and the integration of technology.
SCHOOL GOAL #4:
School staff will participate in training designed for advanced levels of fully and skillfully implementing all components of the adopted curricula and technology in support of Common Core instructional shifts; training will include contracted services with curriculum and instruction experts for classroom coaching. Weekly staff collaboration meetings/professional learning communities will also continue to be incorporated into the school day to allow for meaningful and informational review of student data and needs to better inform instruction.
Data Used to Form this Goal:
Schoolwide local and state assessment data, data team protocols, minutes from professional learning communities, professional development calendar of events, classroom observations and walk throughs, Essential Program Components of the Academic Program Survey, and staff, student and stakeholder surveys.
Findings from the Analysis of this Data:
Common Core trainings will continue to be a priority as well as technology trainings to support more integration of technology and the shifts in ELA/Literacy and Math into daily instruction. Course offerings have been revised as documented in our master school schedule to increase intervention and acceleration courses; structured data chats and data templates will continue to be a focus during collaborative planning, as well as planning for effective instruction with research-based strategies.
How the School will Evaluate the Progress of this Goal:
Student engagement, student and teacher surveys, documentation of research-based strategies in lesson plans and in our professional learning communities' agendas and minutes, administrative walk throughs, and classroom observations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide structured opportunities for staff collaboration/trainings for implementation of common core state standards and research-based nonacademic supports.</p> <p>Provide county office ELA/Literacy and county office Math classroom coach services to maintain full implementation of Common Core and technology shifts.</p>	07/01/2016-06/30/2017	<p>Marisa Gamboa, Chairperson, Literacy Focus Group Tracy Klee, Chairperson, District English Language Advisory Committee Director: Bill Johnson Program Manager: Marisa Gamboa Teachers on Special Assignment</p>	Cognitive Coach (MN, SH, CV)	5000-5999: Services And Other Operating Expenditures	Other	34,000
				5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	25,000
				5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	16,000
<p>Provide professional development opportunities for staff to support common core instruction and practices, including technology trainings to support instruction; may include substitute coverage.</p>	07/01/2016-06/30/2017	<p>Marisa Gamboa, Chairperson, Literacy Focus Group Tracy Klee, Chairperson, District English Language Advisory Committee Director: Bill Johnson Program Manager: Marisa Gamboa Teachers on Special Assignment</p>	Staff Development	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5,000
				5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	10,000

Planned Improvements in Student Performance

School Goal #5 Data Driven Intervention and Enrichment

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

SUBJECT: Data Driven Intervention and Enrichment
LEA GOAL:
Use of state and local assessment data to modify instruction and improve student achievement.
SCHOOL GOAL #5:
Provide opportunities for all students to meet the academic standards at the proficient and advanced levels.
Data Used to Form this Goal:
State and local assessment results (writing prompt assessment data, reading and math benchmarks)
Findings from the Analysis of this Data:
On average our student data show there to be a significant number of students who are deficient in credits and reading and math levels.
How the School will Evaluate the Progress of this Goal:
Analyze state and local assessment data, course offerings beyond core, grades, and credits earned.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide credit deficient students with extended learning opportunities.	07/01/2016-06/30/2017	Program Manager: Marisa Gamboa Teachers on Special Assignment	Saturday School, Credit Recovery, After School Classes, HiSET (VW)	1000-1999: Certificated Personnel Salaries	LCFF - Base	33,000
			Saturday School, Credit Recovery, After School Classes, HiSET (TM)	1000-1999: Certificated Personnel Salaries	Title I Part D	33,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide math and reading intervention and enrichment classes for identified students and those at risk of not meeting the state content standards. Funds will be provided for intervention programs for all students requiring intensive intervention in math.	07/01/2016-06/30/2017	Program Manager: Marisa Gamboa Teachers on Special Assignment Math/Science Focus Group and Chairperson: Ruben Martinez	Math Intervention (RT)	1000-1999: Certificated Personnel Salaries	LCFF - Base	33,000
			Reading Intervention (EH)	1000-1999: Certificated Personnel Salaries	Title I Part D	33,000
Provide daily academic and nonacademic educational services to students who have been placed on a High Security Contract.	07/01/2016-06/30/2017	Director: Bill Johnson Program Manager: Marisa Gamboa HSC Instructor Teachers on Special Assignment	Daily educational programming during the school day- Education for High Risk Youth- (MS)	1000-1999: Certificated Personnel Salaries	LCFF - Base	46,000
School personnel will support meeting instructional goals and effectiveness based on assessment data, collaborate with the district test coordinator, Cadre and staff to disaggregate state and local data for the purpose of improving instructional practices and assessment related training.	07/01/2016-06/30/2017	Program Manager: Marisa Gamboa Teachers on Special Assignment	Assessment and Data (DL)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50,000
			Assessment and Data (MT)	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	25,000
Provide a Teacher on Special Assignment to support research based classroom instruction in math, assist with Common Core instructional shifts, and assessment support.	07/01/2016-06/30/2017	Program Manager: Marisa Gamboa Teachers on Special Assignment	Math Coach (DL)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	25,000
Provide intervention support for identified intermediate, early advanced, and advanced EL students; strategic learners.	07/01/2015-06/30/2016	Program Manager: Marisa Gamboa Teachers on Special Assignment	ELD (EH)	1000-1999: Certificated Personnel Salaries	Title I Part D	33,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide staff to monitor achievement; course scheduling; transcript analysis.	07/01/2015-06/30/2016	Director: Bill Johnson Program Manager: Marisa Gamboa Teachers on Special Assignment	Transcript Analysis (DF)	1000-1999: Certificated Personnel Salaries	Title I Part D	5,000
			Monitor Achievement (MT)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	25,000

Planned Improvements in Student Performance

School Goal #6 Library Development to Support 21st Century Learners

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

SUBJECT: Library Development to Support 21st Century Learners
LEA GOAL:
Support 21st Century learning and literacy across the curriculum for students and staff.
SCHOOL GOAL #6:
Fresno County Court Schools will continue to develop an effective library media program, accessible to students and staff, to support teaching and learning. The needs of the instructional program will be supported through collaborative planning with a teacher on special assignment/teacher librarian to support inquiry based learning using digital, print and information resources. The school will sustain an effective schoolwide library media program. A teacher on special assignment/teacher librarian and library assistant are required for the ongoing support of the library program.
Data Used to Form this Goal:
Schoolwide assessment data, classroom visitations, collaborative units, record of ongoing book circulation and student feedback.
Findings from the Analysis of this Data:
Increase in the application of 21st Century Skills and literacy skills by school staff and students.
How the School will Evaluate the Progress of this Goal:
School site audit, Literacy/Media Focus Group and student inquiry based projects, staff input at established professional learning communities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Funds will continue to be provided for collection development, and technology support systems, to support inquiry-based learning using digital, print and information resources.	07/01/2016-06/30/2017	Literacy/Media Focus Group and Chairs: Marisa Gamboa and Michelle Trevino Director: Bill Johnson Program Managers: Marisa Gamboa Teacher on Special Assignment/Teacher Librarian: Michelle Trevino Teachers on Special Assingment	Print, audio, and other instructional media	4000-4999: Books And Supplies	LCFF - Base	17,000
				4000-4999: Books And Supplies	LCFF - Supplemental	25,000
Funds will continue to be provided for a teacher on special assignment as well as a library assistant to support the library program.	07/01/2016-06/30/2016	Literacy/Media Focus Group and Chairs: Marisa Gamboa and Michelle Trevino Director: Bill Johnson Program Managers: Marisa Gamboa Teacher on Special Assignment/Teacher Librarian: Michelle Trevino Teachers on Special Assingment	TSA for Library Support (MT)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	49,000

Planned Improvements in Student Performance

School Goal #7 Support Services and Monitoring

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

SUBJECT: Support Services and Monitoring
LEA GOAL:
SCHOOL GOAL #7:
Funds will continue to be provided for support staff for the Court Schools program to meet and sustain full compliance with state mandates and to support requirements for technology upgrades per Smarter Balanced Assessments and Common Core practices. This may include classified, paraeducator and clerical salaries, technology and software as developed in the overall plan.
Data Used to Form this Goal:
Schoolwide schedule for upgrades, Data Technology Focus Group agendas and minutes, Assessment and Accountability meeting agendas and minutes, and assessment schedules
Findings from the Analysis of this Data:
Technology needs to be upgraded to fulfill Smarter Balanced requirements, and there is a need for an improved data monitoring system to house local assessment data.
How the School will Evaluate the Progress of this Goal:
School site audit; student, teacher and focus group feedback; and annual evaluation of the Technology Plan

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Funds will continue to be provided for support as needed to develop, implement and operate the goals as specified in this plan. These may include paraprofessional and secretarial salaries, office and training facilities, technology and software as developed in our overall plan.	07/01/2016-06/30/2017	District and School Administration: Pam Coronado, Bill Johnson and Marisa Gamboa	Support Services (PG)	2000-2999: Classified Personnel Salaries	LCFF - Base	26,000
			Technology Support (KD)	2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	25,000
			Technology Support (KD)	2000-2999: Classified Personnel Salaries	Title I Part D	25,000
			Support Services (MGn)	2000-2999: Classified Personnel Salaries	LCFF - Base	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schoolwide technology audio visual classroom, library, conference room upgrade	07/01/2016-06/30/2017	District and School Administration: Pam Coronado, Bill Johnson and Marisa Gamboa, and Kris Davis	Classroom instructional support for direct instruction and PLC implementation	6000-6999: Capital Outlay	LCFF - Supplemental	323,000
Oversight of essential program components and assurances.	07/01/2016-06/30/2017	District and School Administration: Pam Coronado, Lucas Schuman and Marisa Gamboa; Kris Davis and the Data Technology Focus Group	Grant Overview;Admin (LS)	1000-1999: Certificated Personnel Salaries	Title I Part D	31,000
			Grant Overview;Admin (LS)	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	30,000

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	112,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	61,500.00
4000-4999: Books And Supplies	LCFF - Base	17,000.00
5900: Communications	LCFF - Base	1,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	123,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	530,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	75,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	16,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	5,000.00
6000-6999: Capital Outlay	LCFF - Supplemental	323,000.00
4000-4999: Books And Supplies	Other	81,000.00
5000-5999: Services And Other Operating	Other	34,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and	30,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	25,000.00
0000: Unrestricted	Title I Part A: Parent Involvement	23,000.00
5800: Professional/Consulting Services And	Title I Part A: Parent Involvement	23,000.00
5000-5999: Services And Other Operating	Title I Part A: Professional Development (PI	25,000.00
1000-1999: Certificated Personnel Salaries	Title I Part D	240,000.00
2000-2999: Classified Personnel Salaries	Title I Part D	25,000.00
5000-5999: Services And Other Operating	Title I Part D	1,500.00
5000-5999: Services And Other Operating	Title II Part A: Improving Teacher Quality	5,000.00
5000-5999: Services And Other Operating	Title III Part A: Language Instruction for LEP	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Base	191,500.00
LCFF - Supplemental	1,072,000.00
Other	115,000.00
Title I Part A: Basic Grants Low-Income and Neglected	30,000.00
Title I Part A: Disadvantaged Students	25,000.00
Title I Part A: Parent Involvement	46,000.00
Title I Part A: Professional Development (PI Schools)	25,000.00
Title I Part D	266,500.00
Title II Part A: Improving Teacher Quality	5,000.00
Title III Part A: Language Instruction for LEP Students	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	23,000.00
0001-0999: Unrestricted: Locally Defined	123,000.00
1000-1999: Certificated Personnel Salaries	912,000.00
2000-2999: Classified Personnel Salaries	111,500.00
4000-4999: Books And Supplies	173,000.00
5000-5999: Services And Other Operating Expenditures	91,500.00
5800: Professional/Consulting Services And Operating	28,000.00
5900: Communications	1,000.00
6000-6999: Capital Outlay	323,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	197,500.00
Goal 2	424,000.00
Goal 3	179,000.00
Goal 4	90,000.00
Goal 5	341,000.00
Goal 6	91,000.00
Goal 7	463,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Marisa Gamboa	X				
		X			
Dan Loewen			X		
Felix Navarrette		X			
Bill Feaver		X			
Debbie Fulton			X		
Mike Lepore			X		
Michelle Trevino			X		
Carol Magdaleno				X	
Al Sanchez				X	
Ed Avila				X	
Rosemary Sendejas				X	
Mary Ann Celis				X	
				X	
					X
					X
Numbers of members of each category:	1	3	4	6	2

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
X	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 30, 2015.

Attested:

<u>Marisa Gamboa</u>		
Typed Name of School Principal	Signature of School Principal	Date

<u>Dennis Foley</u>		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date