



Santa Barbara County Education Office
Juvenile Court and Community Schools

Single Plan for Student Achievement (SPSA)

Summary

2015-2016

Community Schools

42-30207

Juvenile Court Schools

42-30157

Developed, Reviewed and Approved by:
JCCS Parent and Staff Advisory Committee (PSAC)

May 21, 2015

Legal Requirements

Education Code 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application and Reporting System (CARS) to prepare a Single Plan for Student Achievement for any recipient school. The SPSA is the blueprint to improve academic performance for all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

The Purpose of the Single Plan for Student Achievement (SPSA)

The purpose of the SPSA is to coordinate all educational services at each school site. The SPSA addresses how funds provided to the school (through sources identified from the CARS) will be used to improve academic performance for all students.

The SPSA is developed annually and reviewed and approved by the Parent Staff Advisory Committee (PSAC). The PSAC is composed of representative administration, teachers, teaching assistants, students, parents, probation, and community members within the JCCS sites.

The goals of the SPSA will align with the goals of the Local Control Accountability Plan (LCAP).

The SPSA must include:

- school goals aligned with activities and strategies that are researched-based
- verifiable data analysis
- academic interventions
- resources aligned to serve identified student needs
- funding aligned to activities and strategies within the school goals

The SPSA also includes:

- an overview of the district schools
- discipline and climate for learning
- current educational practices and interventions
- district assessment program
- an overview of transitional services for at-risk students
- parent involvement opportunities

JCCS Student Performance Data Summary

This summary will include:

- The API (Academic Performance Index); the most recent or 3-year average depending on availability for the court and community schools
- CELDT (California English Language Development Test) annual progress
- California High School Exit Exam (CAHSEE) pass rates
- EL Accountability Report (AMAOs)

Other indicators will include the percentage of EL students who gain at least one proficiently level as measured by consecutive CELDT results (students who tested with JCCS for 2 consecutive years).

JCCS serves a “high mobility” student population. These students are at the greatest risk of dropping out of school because of their prior academic challenges. Our students often return to their district of residence to complete their graduation requirements. As a result, JCCS has identified “rate of return to districts on track to graduate” to be an appropriate measure of student progress.

The data results were reviewed and analyzed by the JCCS Leadership Team, JCCS Director and site liaisons, English Learner Advisory Committee (ELAC)/District English Learner Advisory Committee (DELAC), and PSAC Committee. The summary of data and conclusions are listed below. Data reports can be viewed at the www.cde.ca.gov website.

DATA Analyses

Title III Accountability for EL Progress, 2014-15:

- **AMAO 1 Target – Percentage of ELs Making Annual Progress in Learning English:**
 - Did not meet 2014-15 target of 60.5% (60% had required CELDT scores)
 - Did not meet 2013-14 target of 59.0%
 - Did not meet 2012-13 target of 57.3%
- **AMAO 2 Target – Percentage of ELs Attaining the English Proficiency on the CELDT – Less than 5 Years Cohort**
 - Did not meet 2014-15 target of 24.2%
 - Met 2013-14 target of 22.8%
 - Did not meet 2012-13 target of 21.4%
- **AMAO 2 Target – Percentage of ELs Attaining the English Proficiency on the CELDT – 5 Years or More Cohort**
 - Did not meet 2014-15 target of 50.9% (34.4% attained English proficiency)
 - Did not meet 2013-14 target of 49.0%
 - Did not meet 2012-13 target of 47.0%
- **AMAO 3 – Adequate Yearly Progress for EL Student Group at the LEA Level; Participation Rate for English Language Arts and Mathematics**
 - N/A for 2014-15
 - 2013-14
 - ELA – Yes
 - Math – Yes
 - 2012-13
 - ELA – Yes
 - Math – Yes

California English Language Development Test (CELDT) Proficiency Levels, 2014

(The 2014-15 CELDT results will be available in early June 2015):

Community Schools –

Performance Level	8	9	10	11	12	Total
Advanced	1 (25.0%)	***	(0.0%)	3 (25.0%)	2 (15.0%)	6 (16.0%)
Early Advanced	1 (25.0%)	***	2 (33.0%)	2 (17.0%)	7 (54.0%)	13 (34.0%)
Intermediate	2 (50.0%)	***	4 (67.0%)	5 (42.0%)	4 (31.0%)	16 (42.0%)
Early Intermediate	(0.0%)	***	(0.0%)	2 (17.0%)	(0.0%)	3 (8.0%)
Beginning	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Number Tested	4 (100.0%)	3 (100.0%)	6 (100.0%)	12 (100.0%)	13 (100.0%)	38 (100.0%)

Court Schools –

Performance Level	8	9	10	11	12	Total
Advanced	***	***	2 (25.0%)	3 (17.0%)	12 (46.0%)	17 (31.0%)
Early Advanced	***	***	2 (25.0%)	5 (28.0%)	5 (19.0%)	12 (22.0%)
Intermediate	***	***	3 (38.0%)	5 (28.0%)	5 (19.0%)	15 (28.0%)
Early Intermediate	***	***	(0.0%)	4 (22.0%)	3 (12.0%)	7 (13.0%)
Beginning	***	***	1 (13.0%)	1 (6.0%)	1 (4.0%)	3 (6.0%)
Number Tested	1 (100.0%)	1 (100.0%)	8 (100.0%)	18 (100.0%)	26 (100.0%)	54 (100.0%)

There is a need to continue to incorporate the ELD Standards and core content support in planning for teaching and monitoring progress to ensure ELs are supported throughout JCCS.

STAR: English Language Arts and Math, 2014:

The Standardized Testing and Reporting (STAR) program became inoperative on July 1, 2013. The STAR program was replaced by the California Assessment of Student Performance and Progress (CAASPP) system. CAASPP scores will be available in late 2015.

California High School Exit Exam (CAHSEE) Results for Math and English Language Arts, 2014 (based on the 10th grade census):

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	45	8	12	4	38	7
Passing	Math	18 (40%)	-	2 (17%)	-	14 (37%)	-
# Tested	ELA	42	6	13	4	35	7
Passing	ELA	19 (45%)	-	3 (23%)	-	14 (40%)	-

The pass rate percentages for All Students, ELs, and Economically Disadvantaged in JCCS were below the state-wide percentages. Although the number of students who tested was very small, the results show a continued need to provide support and interventions for our students in ELA and Math.

Additional Analyses by the Leadership Team Review of Data (observation, surveys, interviews)

- 70% of 11th and 12th grade students returned to their home districts on track for graduation.
- 62% of the students who took the CELDT with JCCS for 2 or more consecutive years advanced at least 1 proficiency level.
- The length of time a student is enrolled in JCCS depends on the origination of the placement – parent request, expulsion from a local district, or court-mandated. There are also multiple placements between sites due to probation violations, etc., which may impact the delivery of a consistent English Language Development (ELD) program.

Conclusions that Inform Program Modifications

Key conclusions that form the basis of the program improvement and modifications are based on the extensive data analyses and instructional strategy review required to develop the Single Plan for Student Achievement. With such a large percentage of English Learners in the various JCCS community and court schools, it was decided that the SPSA Academic Goals should reflect identified research-based solutions chosen specifically to address the academic achievement and/or English language development challenges and areas of priority.

JCCS Priority Areas:

1. Ensure all EL students are appropriately placed in core and ELD instruction.
2. Support teachers in the effective implementation of the Read 180 through on-going coaching, Professional Development, and effective collaboration.
3. Ensure all EL students receive instructional support to access core curriculum.
4. Implement consistent use of ELA and Math core and ancillary materials that support learning for all students.
5. Develop and implement the use of course outlines and descriptions in ELA and Math that align with the common core standards.
6. Develop and implement the use of common formative assessments in ELA and Math to monitor the progress of all students.
7. Use effective, research-based systematic lesson design models for daily delivery of ELA and Math curriculum that includes access to core support for all students.
8. Provide high quality professional development to teachers for the improvement of instruction for all students including our ELs.
9. Increase and improve school-to-home communication and parent/family participation through open houses, parent conferences, trainings, and newsletters.
10. Improve school climate through the consistent use of district-wide positive discipline and restorative justice practices.

SPSA Academic Goals for 2015-16

SPSA Goal #1 – English Language Development (ELD)

By June 2016, English Learners who test with JCCS for two consecutive CELDT administrative cycles will increase by at least one proficiency level. This will be measured by the CELDT.

SPSA Goal #2 – English Language Arts (ELA)

By June 2016, students enrolled 85 days or more will show improvement in English Language Arts as measured by the NWEA assessments or Smarter Balance Interim Assessments, JCCS writing assessment, and embedded course assessments.

SPSA Goal #3 – Mathematics

By June 2016, students enrolled 85 days or more will show improvement in English Language Arts as measured by the NWEA or Smarter Balance Interim Assessments and course assessments.

SPSA Goal #4 – Transitional Services

By June 2016, students in JCCS will (1) participate in career awareness programs, (2) build a post-secondary plan identifying college and/or career options, and (3) be provided

instruction and guidance in researching and pursuing work in areas of interest and aptitude. This will be measured by the number of post-secondary and transition plans developed.

SPSA Non-Academic Goal for 2015-16

SPSA Goal #1 - Safe School Climate

By June 2016, the percentage of JCCS students that report feeling of “very safe” on the annual JCCS student survey will increase by 10% or more. This will be measured through the annual student needs survey.