



Anne E. Campbell
County Superintendent of Schools

Court and Community Schools Program
The Single Plan for Student Achievement
2013 - 2014

The Single Plan for Student Achievement

2013– 2014

<u>Court Schools</u>	<u>CDS Code</u>
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Hillcrest Youth Center 10 Loop Road, San Mateo, CA 94402	41-10413-4130076
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Camp Glenwood 400 Log Cabin Ranch Road, La Honda, CA 94020	41-10413-0113266
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Margaret J. Kemp 400 Paul Scannell, San Mateo, CA 94402	41-10413-0128652
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<u>Community Schools</u>	<u>CDS Code</u>
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Gateway Community School 35 Tower Road, San Mateo, CA 94402	41-10413-0113332
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Canyon Oaks School 400 Edmonds Road, Redwood City, CA 94062	41-10413-0117143
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PROGRAM DESCRIPTION AND MISSION STATEMENT

The San Mateo County Office of Education is committed to ensuring a quality education for all students in San Mateo County by providing exemplary leadership and innovative, effective programs and services.

The County Office provides core academic educational services for Juvenile Court and Community Schools students. The Court and Community Schools Program is a collaborative effort of the San Mateo County Office of Education, County Probation and local school districts. Education delivered is student-oriented and adapted to meet individual needs. Services are provided year-round at three Court School sites: Hillcrest School (at the Youth Services Center), Camp Glenwood and Kemp. The County Community, non-residential school program is located at Gateway. The residential Community school program is located at Canyon Oaks. Students are enrolled in the Community School programs for a minimum of one semester. These students are referred for one of the following:

- Expulsion from local school districts (EC 48900, 48915)
- Formal probation for a violation of criminal law (WIC 602)
- Formal or informal probation for status violation and in general not succeeding in district schools (WIC 601/654)
- Social services placement
- SARB referral

All eligible San Mateo County Court and Community School students receive English Language Development and / or special education services provided by the San Mateo County Office of Education.

Our focus is to prepare students to be successful so they may return to their district of residence, however, the Court and Community Schools Program also provides opportunities for students to complete a course of study leading to a high school diploma issued by the District of Residence or the San Mateo County Office of Education, prepare for the General Education Development (GED) exam, and / or prepare for the California High School Proficiency certificate (CHSPE).

For WASC accreditation the Court and Community School staff developed the following Mission, Vision and Expected School-wide Learning Results (ESLR's) for our schools at Hillcrest, Glenwood, Kemp, Gateway and Canyon Oaks:

Mission

We believe in providing student-centered education that develops self-worth, promotes respect for diversity, and utilizes in-class instruction with real world applications. By providing empathy and character-based comprehensive education, we hold all of our students to the highest personal and academic standards. We view success not in

terms of what we have accomplished, but as a standard to which we hold our students and ourselves accountable.

Vision

We believe that students of all backgrounds are entitled to a personalized academic environment, the opportunity to fully develop their potential, and the right to pursue their dreams.

Expected School-wide Learning Results

Positive Academic Experiences

Students will...

- Think critically and problem solve in all subjects,
- Increase verbal and written communications skills,
- Develop technological competencies for the 21st century.

Personal Growth and Development

Students will...

- Respect self, others, and the environment,
- Learn to be responsible members of the community,
- Take ownership of actions and choices, and cultivate new habits for success.

Successful Futures

Students will...

- Practice and develop professional and social norms,
- Explore career pathways and build employment skills,
- Make realistic plans for both career and post-secondary educational opportunities

STUDENT DEMOGRAPHIC INFORMATION

The students in Court and Community Schools include: incarcerated youth (Court Schools) and academically at-risk youth (Community Schools). Students enrolled in the Court Schools (Hillcrest, Camp Glenwood and Kemp) are placed there upon arrest and through a Court Order. The average stay of a student at Hillcrest is 29 days. Students at Glenwood and Kemp are incarcerated for a longer period of time and usually stay for at least one semester. Hillcrest is located at the Youth Services Center, Camp Glenwood is located in the community of La Honda, approximately a 40-minute drive from the Youth Services Center, and Kemp is located directly across from the Youth Services Center on Paul Scannell Drive. Canyon Oaks, a residential treatment center, is located in Redwood City. Gateway Community School is located adjacent to the Youth Services Center on Tower Road. Students at Gateway are referred by their home districts for disciplinary reasons such as an expulsion, through San Mateo County Probation or a SARB referral. Gateway students stay for a minimum of one semester and many students stay for a full academic year.

Student Enrollment Included in Court and Community Schools

Group	Enrollment
Number of students	529
African American	16%
American Indian or Alaska Native	1%
Asian	2%
Filipino	2%
Hispanic or Latino	63%
Native Hawaiian or Pacific Islander	3%
White	11%
Two or More Races	0%
Socioeconomically Disadvantaged	85%
English Learners	32%
Students with Disabilities	33%

Any program serving students should examine student demographic data closely to understand the needs of the students. In comparing the ethnic breakdown of the student population in both the Court and Community Schools with the ethnic breakdown of students countywide, there are specific ethnic groups that are over-represented in our schools. For example, the percentage of Latino students and African American students in both the Court and Community Schools is significantly higher than in the general student population in the county.

Additionally, although all incarcerated youth qualify for Free and Reduced Meals, a review of the trends in Free and Reduced Meals shows that a significant percentage of our students in the Community Schools also qualify for this service.

In reviewing the English Language Proficiency of our students in the Court and Community Schools, it is clear that a significant percent of students speak a language other than English at home and in the community. The primary language spoken by these students is predominantly Spanish.

Students with disabilities are also over-represented in the Court and Community Schools. They represent 33% of the population while the county and state percentage falls between 10 and 12%.

The enrollments by ethnicity coupled with other demographic information, such as socioeconomic status, English language acquisition and special education needs, help focus the type of support services that will best meet the academic needs of the students.

STAFF DEMOGRAPHIC INFORMATION

Currently there are 35.1 staff members serving in the Court and Community Schools: 22.1 teachers and DIS staff and 13 support staff. The ethnicity of both teachers and support staff is different from the ethnicities of the students in the program. This challenge is experienced by many school districts in California since the percent of under-represented minority students has increased significantly over the last 20 years. This difference in ethnic and cultural backgrounds between our staff members and our students calls on us to make sure that we are always aware of that difference and that we incorporate cultural awareness and sensitivity into our staff development and training.

A review of the experience of our teachers shows that there are a number of teachers with fifteen or more years of experience. We make every effort to hire experienced teachers who are highly qualified. In addition, every teacher in the Court and Community Schools Program has received specialized training to teach English Language Learners and is either SDAIE or CLAD certified. The average number of years that teachers have remained with the San Mateo County Office of Education is also notable at 11 years.

There are three (3) certificated staff members teaching outside of their credential area during the 2013-2014 school year. These teachers will go through a process of becoming highly qualified in those areas during the 2013-2014 school year.

ANALYSIS OF STUDENT ACHIEVEMENT DATA

INTRODUCTION

It is important to note that students enrolled in the Court and Community Schools transition in and out of the program quite frequently. The shortest enrollments occur at Hillcrest where the average length of enrollment is 29 days. In order to measure the academic achievement of the students over time, the traditional measures, such as the California Standards Tests, are problematic. Since students are not the same from one year to the next the CSTs simply give a snapshot in time of the students' academic achievements.

In addition to reviewing the CST results, the results of the California High School Exit Exam (CAHSEE) are examined. Annually, there may be several dozen 10th grade students who take the CAHSEE for the first time and about the same number of students who take it as 11th and 12th graders. By comparing the performance of our students on the CAHSEE with the general student population in San Mateo County, we can identify specific standards and strategies that would be beneficial to address in order to increase the academic success of our students.

In addition to the use of the CST and CAHSEE results, other measures may more closely document the academic growth of our students while they are with us. The Measure of Academic Progress (MAP), is a computer-based testing system developed by Northwest Evaluation Association (NWEA) that is aligned with the California Standards. Court and Community School students are assessed with the MAP battery upon enrollment to determine grade levels in reading and mathematics and to identify the academic strands where students need additional support. Students are assessed on the MAP again before exiting our programs so that academic progress can be charted.

To complement formal assessment data, we track the number of credits students earn while they are attending our schools. The majority of students come to us deficient in credits and not on track to graduate. In a comprehensive high school setting, students earn 30 credits per semester.

STANDARDIZED TEST AND REPORTING ASSESSMENTS (STAR)

Of the total number of students served in the program, there were 67 valid scores and only 14 of these were enrolled continuously from the October CBEDS day through April when the Standardized Test and Reporting (STAR) assessments are administered. The STAR assessments are the California Standards Tests (CST's) and these exams are designated as end-of-course assessments used to measure how well students have learned the academic content of a particular course. Based on the transient nature of our students, the CST's do not accurately portray the academic progress of our students over time, nor does it accurately reflect how well our courses are aligned with state standards.

The Adequate Yearly Progress (AYP) for Court and Community Schools consists of 4 criteria for all but Hillcrest which had 5 criteria. All programs had these criteria: 2 for Participation, 2 for Annual Measurable Objectives. Hillcrest also had 1 criterion for Graduation Rate. All programs met the 4 out of 4 criteria with Hillcrest meeting 4 out of their 5 criteria. Hillcrest actually met its graduation target, however, County Offices are assigned the graduation rate of the County and San Mateo County did not make its graduation rate.

The Academic Performance Index (API) demonstrates the growth made by students at an individual school. Again, due to transiency, there were not enough students who had been enrolled on CBEDS day and who then took the STAR assessments in the spring to tally a growth pattern for any of the programs but Gateway. Gateway did have an API of 375 in 2012 and has grown 190 points to 565 in 2013. However, this is based on only 21 valid scores which should be considered carefully if used in making any programmatic decisions.

ANALYSIS OF THE CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) DATA

The percent of students passing the English Language Arts section of the CAHSEE was 24% and 11% passed the Mathematics section of the CAHSEE. Since the California High School Exit Exam is a high stakes test for our students, strategies to assist the students improve their scores is essential.

English Language Arts

Tested (#)	Passed (%)
94	24%

Mathematics

Tested (#)	Passed (%)
54	11%

OTHER MEASURES OF ACHIEVEMENT

The Court and Community Schools program did award 38 high school diplomas and enrolled 85 students in a GED program during the 2012-2013 school year.

The Court and Community Schools began the use of the Measures of Academic Achievement (MAP) test for a pre and post review of the language arts and math skills of our students. Preliminary test results are listed below:

Court School Student Results from the MAP

20 students received pre and post testing in language arts.

Negative Change	8 students
No Change	6 students
Improvement between .5 to 1 or more grade levels	6 students

21 students received pre and post testing results in mathematics.

Negative Change	10 students
No Change	7 students
Improvement between .5 to 1 or more grade levels	3 students

Community School Student Results from the MAP

29 students received pre and post testing in language arts.

Negative Change	13 students
No Change	4 students
Improvement between .5 to 1 or more grade levels	12 students

29 students received pre and post testing results in mathematics.

Negative Change	13 students
No Change	5 students
Improvement between .5 to 1 or more grade levels	11 students

Again, until all students are tested on pre and post MAP exams, results should be considered carefully.

ANALYSIS OF INSTRUCTIONAL PROGRAM

Students enrolled in the Court and Community Schools participate in a course of study that leads to a high school diploma. The graduation requirements for the Court and Community Schools are similar to the requirements for other districts in the county. When a student enters the Court and Community schools, a complete analysis is done of his or her transcript, which is provided by the feeder district. In addition, each student is assessed using the MAP as described earlier in this report. Based on these assessments, the student is placed in core academic courses that are grade-level appropriate and required for graduation.

Students who are 17 when they enter the Court and Community Schools system, and are significantly behind in credits for high school graduation, have the option of enrolling in an additional GED course. Tutoring in topics specific to the GED as well as test-taking strategies is provided; and when the student reaches the appropriate age required by law, the GED is administered on site or at the County Office of Education.

Likewise, students who are behind in credits or who have only a few credits to complete for graduation may enroll in a Credit Recovery program to earn those credits as quickly as possible so that they can continue to be on track for graduation.

Students who are not allowed to attend school with other students at Hillcrest, are enrolled in Directed Studies. This program ensures that students meet with teachers every day on an individual basis.

At intake, the Court and Community Schools also work with feeder districts to identify students who are English Language Learners (ELL). Most ELL students have been previously identified by their home districts using CELDT (California English Language Development Test) scores, and the Court and Community Schools confirm the student's status in order to determine what services will be provided. If there is no current test on file, CELDT testing is administered by the Court and Community School staff. Services to ELL students are provided in two ways; by a designated English Language Development teacher as well as through the regular curriculum. Every teacher in Court and Community schools is certified to provide specialized instruction for ELL students in our regular classes.

At the time of enrollment, if a student is identified as needing Special Education, his or her Individualized Educational Program (IEP) is reviewed to determine how the Court and Community School Program can best support his or her educational needs. The IEP goals are reviewed by the designated Special Education teacher and there is an evaluation of the student's need for services. The general education teachers are informed of the student's status, and the required accommodations and modifications that the student needs. The Special Education staff in the Court and Community Schools work closely with the Special Education staff of the feeder districts and with the parents to ensure that the appropriate services are provided and that the IEP is current. Any assessments that are needed are provided by the Court and Community School

educational psychologists. Should questions arise regarding special education services a Student Study Team Meeting or IEP Meeting is held.

The Court and Community Schools are considered a short-term alternative for students involved in the juvenile justice system, expelled by district schools, and/or habitually truant. Our focus is to provide core academic instruction with an emphasis on improving basic skills so that students are prepared to return to the comprehensive high school of residence. In addition to academic content, students may be taught employment skills and independent living skills. Students may also take advantage of the San Mateo County Office of Education Regional Occupational Program (ROP) when appropriate. The Court and Community Schools program exists to provide a learning environment in which all students are supported to accomplish their academic and social goals. Students are expected to grow academically, gain self-confidence and self-discipline. The staff and administration are committed to ensuring that all students perform at or above grade level, and that they can meet or exceed grade level standards in targeted subject areas. All students should become motivated to do their personal best on all assignments and apply skills and content learned in the classroom setting to real world applications. In addition to core subjects, students participate in a range of electives offered in conjunction with various agencies and community based organizations. The activities take place both during school, after school and on weekends. They include life skills, sustainable gardening, money skills, college preparation and tutoring.

This year the teachers at Court and Community schools are continuing the process of reconciling the courses that they teach with the Common Core Standards for California in each subject area. In addition, it is the intent of the teachers to align the curriculum horizontally across the program so that students move seamlessly from one site to another. To meet content standards, teachers in the Court and Community Schools use a variety of instructional strategies to address the academic needs of our student population. These strategies include, but are not limited to, differentiated instruction, project based learning, direct instruction, small and large group instruction, problem based learning, portfolios, student centered projects, peer tutoring and mentoring, culturally relevant pedagogy, and information literacy.

All staff are involved in focused professional development. In particular they have been involved in deconstructing the standards, backwards mapping and lesson planning to meet individual student needs. On the Professional Development days and Wednesday minimum days, staff have studied and implemented Academic Language strategies. They have engaged in an on-going coaching model and peer observation using an observation tool.

Instructional materials used in the Court and Community Schools include CDE approved textbooks and other standards-based curriculum materials. New technologies have been utilized in the classrooms including Smart Boards and iPads. During the 2013-2014 Chrome books are being added to the technologies used at Gateway.

In addition to classroom instructional strategies, other targeted interventions are utilized by the teachers and staff including CAHSEE coaching, GED coaching, EL pull out, special education services, counseling services, tutoring, distance learning, and partnering with community based organizations. Para-educators assist teachers with instruction, supervise and tutor students, assist with student transition back to the home district, and other support related to classroom instruction.

For the past several years, a Juvenile Justice Crime Prevention Act grant has provided counseling services to our students through Acknowledge Alliance (previously named Cleo Eulau) Center. Other support services are provided by the Teen Pregnancy Coalition, Fresh Lifelines for Youth, El Centro, Each One Reach One, San Mateo County Regional Occupational Program (ROP) and San Mateo County Mental Health.

A major undertaking of the 2012-2013 school year was to engage staff, students and parents in a project to support a positive school climate in our programs. Court School staff members are more limited in their ability to enact these changes so more will be seen in the Community Schools. The student program is called Positive Behavior and Interventions and Supports (PBIS). The parent program is also described below and includes a parent involvement plan. (See attached.)

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavior Interventions and Supports (PBIS) is a systems approach to discipline that emphasizes prevention, social skills instruction, and data based decision making to reduce problem behaviors and increase academic performance. PBIS is used to establish a positive school culture.

PBIS provides for a decision making framework that guides selection, integration and implementation of the best evidence-based behavioral practices for improving behavioral outcomes for all students. In order to change problem behaviors, school staff members teach acceptable behaviors, change the environment to support positive behaviors, reinforce and recognize desired behaviors with positive consequences, generate and constantly update a continuum of positive consequences, and arrange consistent consequences for problem behaviors.

To maximize effectiveness, a system of positive reinforcement and recognition—at all times, by all adults—for following the expectations is in place throughout the school. Expectations are...

- positively stated: **Be Safe, Be Respectful, Be Responsible**
- posted in the multipurpose room, the office, the classrooms, in student binders, etc.
- specific to each location
- explicitly taught to students with formal lessons
- taught and reviewed at many times throughout the year

PARENT INVOLVEMENT

The Court and Community Schools Program actively seeks to build a positive school culture and increase student achievement through a cooperative effort of the program staff, students, parents/guardians, juvenile probation staff, referring districts, 17th District Parent Teacher Association (PTA), community based organizations, partner agencies, and School Site Council.

In particular, the Program welcomes parent/guardian involvement in the life of the schools. Parents/guardians are encouraged to participate and/or directly assist in the school's educational programs. Ways to become involved include working in the classrooms, assisting with and attending special events, chaperoning on field trips, raising funds, supplying educational materials, providing technical assistance, serving on committees, and taking on various leadership roles.

One of the challenges that alternative education programs like Court and Community Schools continue to face is how to provide opportunities for meaningful parent involvement when only 7-11% of the students remain in the program more than 90 days. Involvement currently includes participation in student enrollment procedures, student IEPs, graduation ceremony, and special events. School Site Council/English Learner Advisory Committee meetings provide opportunities for students, parents, and community members to give input into the instructional program. The membership of the School Site Council is listed in the table below.

COURT AND COMMUNITY SCHOOLS SCHOOL SITE COUNCIL

Name	Term
Jennifer Angers Teacher	2012-2014
Roger Wroblewski Teacher	2012-2014
John Bordegray Teacher	2013-2015
Malinda Perez Parent	2013-2014
Patricia Montes Parent	2013-2014
Rosita Issel Community Member	2013-2015
Melinda Fore Principal	Ex-officio member
Toni-Sue Passantino Other School Staff	2012-2014
Pam Lucero Other School Staff	2013-2014
Andrea Hernandez Student	2013-2014
Daniel Casillas Student	2013-2014
Jocelyn Acuta Student	2013-2014

CATEGORICAL FUNDING

In addition to LCFF income, the San Mateo County Office of Education Court and Community Schools' Single Plan for Student Achievement will utilize both state and federal categorical funding to achieve its goals. The following categorical funding programs are reported in the Consolidated Application for the San Mateo County Office of Education. Information on the Consolidated Application and program profiles are available at <http://www.cde.ca.gov/fg/aa/co/>.

State Programs

- Economic Impact Aid
- School Improvement and Library Block Grant

Federal No Child Left Behind (NCLB) Programs

Information and CDE contacts for NCLB programs are available at <http://www.cde.ca.gov/nclb/sr/pc>.

- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title III, English Learners

GOALS AND FUNDING

Based on the analysis of our student performance data and our instructional program, we have identified the following program improvement goals for the 2013-2014 school year. It is our intent to focus our financial resources including our categorical funding on the following goals.

GOAL 1 – Proficiency in English Language Arts

By June 2014 the percentage of all students scoring at proficiency and above in English Language Arts will increase.

ACTION STEPS	COST	RESOURCE
Continue to Align Curriculum with CA Common Core	0	
Map scope and sequence of standards	0	
Continue implementing Character Based Literacy	\$3,000	IMFRP
Increase access to technology	\$8,000	Gen Fund
Participate in colleague observation/collaboration	\$2,000	Title II
Participate in professional development (Common Core, Academic Language for ELs, CBL, Technology Upgrades, MAP, CELDT)	\$5,000	Title II
Read-180 Professional Development	\$1,000	Title I/Title II/ Title III/EIA
Implement Extended Learning Time	\$5,000	Title I
Implement CTE Business Module	\$40,000	SMCOE ROP
Conduct Parent Outreach	\$500	Title I/Lottery
Monitor Program Implementation and Effectiveness	0	

GOAL 2 – Proficiency in Math

By June 2014 the percentage of all students scoring at proficiency and above in Math will increase.

ACTION STEPS	COST	RESOURCE
Continue to Align Curriculum with CA Common Core	0	
Map scope and sequence of standards	0	
Implement Standards Based Math program	\$3,000	IMFRP
Increase access to technology	\$8000	Gen Fund
Participate in colleague observation/collaboration	\$2,000	Title II
Participate in professional development (Common Core, Academic Language for ELs, Technology Upgrades, MAP, CELDT, Silicon Valley Math Initiative)	\$1,000	Title II
Implement Extended Learning Time	\$5,000	Title I
Implement CTE Business Module	\$40,000	SMCOE ROP
Conduct Parent Outreach	In Goal 1	
Monitor Program Implementation and Effectiveness	\$0	

GOAL 3 – English Learners

By June 2014 the percentage of English Learners attaining 1 level increase in proficiency as measured by the CELDT will increase leading to an increase in the number of English Learners becoming proficient annually. Additionally, an increasing percentage of English Learners will attain proficiency in English / Language Arts and Math annually.

ACTION STEPS	COST	RESOURCE
Conduct annual CELDT testing	\$700	Testing Fund
Implement ELD Instruction (Read-180 and HighPoint)	In Goal 1	
ELL integrated instruction (Professional development, modeling, and coaching)	\$5,000	SMCOE Staff
Monitor Program Implementation and Effectiveness	\$0	
Send Required Parent Notifications	\$500	Title III/EIA
Conduct Parent Outreach	In Goal 1	
ELD Teacher	\$80,000	Title I/Title III

GOAL 4 – Highly Qualified Teachers

Ensure that all teachers are highly qualified.

ACTION STEPS	COST	RESOURCE
HOUSSE 1 Teacher	0	
Testing 2 Teachers	TBD	Title II

GOAL 5 – Increase Graduation Rate / Decrease Dropout Rate

While the students in the Court and Community School Programs are transient, it is believed that positive connections to school will affect the students' motivation to graduate from high school and not to drop out.

ACTION STEPS	COST	RESOURCE
Transition Support	\$80,000	Title I
Provide Blended Learning Opportunities (Compass Learning)	\$5,000	IMFRP
Provide Credit Recovery (Packets)	\$20,000	Lottery
Facilitate Concurrent Enrollment in Community Colleges	0	
Implement CTE / ROP Business Module	Previously listed	SMCOE ROP
Provide Pro-Social Programming	\$6,000	Lottery, Donations
Achieve WASC Accreditation	\$4,000	Lottery

**San Mateo County Office of Education
Court and Community Schools Program**

Parent Involvement Plan

Approved by School Site Council on April 10, 2013

The San Mateo County Office of Education's Court and Community Schools Program developed this written parental involvement plan with input from staff, students, and parent representatives. This plan describes the means for carrying out Title I parental involvement requirements for the Title I schools in the Program, all of which run Schoolwide Title I Programs. Parent input was solicited at regularly scheduled School Site Council meetings that were open to all interested parents. This plan will be periodically reviewed and updated as needed. The Program will distribute the plan through a variety of methods to include posting on school bulletin boards and websites and inserting in the student enrollment packet.

Belief Statement

The Court and Community Schools Program actively seeks to build a positive school culture and increase student achievement through a cooperative effort of the program staff, students, parents/guardians, juvenile probation staff, referring districts, 17th District Parent Teacher Association (PTA), community based organizations, partner agencies, and School Site Council.

In particular, the Program welcomes parent/guardian involvement in the life of the schools. Parents/guardians are encouraged to participate and/or directly assist in the school's educational programs. Ways to become involved include working in the classrooms, assisting with and attending special events, chaperoning on field trips, raising funds, supplying educational materials, providing technical assistance, serving on committees, and taking on various leadership roles.

In order to inform and involve parents about the Schoolwide Title I plan, the Program...

- ❖ Annually informs parents/guardians of the Title I requirements and their rights to be involved in the Title I program.
- ❖ Involves parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement plan.
- ❖ Provides parents/guardians with timely information about Title I programs.
- ❖ Explains to parents/guardians the curriculum, assessments, and proficiency levels students are expected to meet.
- ❖ Offers interested parents/guardians opportunities for regular meetings to participate in decisions relating to the education of their children.

The Program accomplishes the above tasks in a variety of ways to include, but not limited to the following:

- Bi-weekly enrollment meetings
- School Site Council meetings
- Parent/teacher conferences
- Informational letters/flyers
- IEP meetings
- Parent/student surveys
- Parent education and training opportunities
- WASC focus group meetings

In order to build capacity for parental/guardian involvement, the Program...

- ❖ Assists parents/guardians in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
- ❖ Provides materials, education, and training to help parents/guardians work with their children to improve academic achievement.
- ❖ Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities and special events that encourage and support parents/guardians in more fully participating in the education of their children.
- ❖ Distributes to parents/guardians information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

The Program accomplishes the above tasks in a variety of ways to include, but not limited to the following:

- Bi-weekly enrollment meetings
- School Site Council meetings
- Parent/teacher conferences
- Informational letters/flyers
- IEP meetings
- Parent/student surveys
- Parent education and training opportunities
- WASC focus group meetings
- Partnerships with outside agencies
- Referrals to outside agencies
- Translation provided at school meetings and special events to the extent practical
- Written communiqué translated to the extent practical

In order to provide opportunities for all* parents to participate in the life of the school, the Program...

- ❖ Provides information and school reports in a form and language parents understand.
- ❖ Offers a variety of opportunities in which parents/guardians may become involved.

The Program accomplishes the above tasks in a variety of ways to include, but not limited to the following:

- Translation provided at school meetings and special events to the extent practical
- Written communiqué translated to the extent practical
- School events, activities, and meetings offered at varying days/times

**"All" parents/guardians includes those parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant students.*

Please note that full implementation of this plan is somewhat limited at Hillcrest School at the Youth Services Center due to the fact that students are incarcerated and the school is required to abide by all Juvenile Probation Department practices and policies.

If you have questions regarding this plan or want more information about how to become involved in the Court and Community Schools Program, you may contact the following individuals:

Ms. Melinda Fore, Principal, Gateway Community School
650/598-2150 or mfore@smcoe.org

Dr. Toni-Sue Passantino, Principal, Hillcrest School
650/312-5323 or tspassantino@smcoe.org

Court and Community Schools Program Compact

It is important that families and schools work together to help students achieve high academic standards. This compact was developed in consultation with staff, parent/guardian, and student representatives. As partners in education, we will carry out these agreed upon roles and responsibilities in order to support student success in school and life. This compact will be included in each student's enrollment packet.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction
- Endeavor to motivate my students to learn
- Have high expectations and help every child to develop a love of learning
- Communicate regularly with families and probation officers about student progress
- Provide a warm, safe, and caring learning environment
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards
- Respect the school, students, staff, and families

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Attend school on time, everyday
- Bring necessary materials to class
- Know and follow school and class rules
- Ask for help when I need it
- Communicate regularly with my parents/guardians, probation officer, and teachers about school experiences so that they can help me to be successful in school
- Respect the school, classmates, and staff

Parent/Guardian/Probation Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Engage in meaningful conversations with my child each day
- Provide a quiet time and place for homework
- Monitor TV viewing and computer usage
- Encourage reading every day
- Communicate with appropriate school staff when I have a concern
- Ensure my child attends school on time every day
- Make sure my student gets adequate sleep, regular medical attention, and proper nutrition
- Regularly monitor progress in school
- Participate in school meetings, activities, and special events as possible
- Communicate the importance of education and learning to my student
- Respect the school staff, students, and families

**San Mateo County Office of Education
Court and Community Schools Program Compact**

Student Date

Advisory Teacher Date

Parent/Guardian/ Probation Date