



# BOARD OF EDUCATION REGULAR MEETING AGENDA

November 12, 2024  
6:30 p.m.

Board of Education Board Room  
1300 17<sup>th</sup> Street, City CENTRE – Bakersfield, CA 93301

Any materials required by law to be made available to the public prior to a meeting of the Kern County Board of Education can be inspected during normal business hours at the Kern County Superintendent of Schools Office, located at 1300 17<sup>th</sup> Street, Seventh Floor, Bakersfield, California 93301.

An individual who requires disability related accommodations or modifications, including auxiliary aids and service, in order to participate in the board meeting should contact the Superintendent's Office at (661) 636-4617 (Government Code 54954.2).

This meeting is being held in an in-person format. Members of the public wishing to provide comments to the Board can attend the meeting in person. Correspondence sent by mail or email to [kcboe@kern.org](mailto:kcboe@kern.org) before noon on the date of the board meeting on subjects within the Board's jurisdiction will be provided to the Board at the meeting and made available for public inspection. Members of the public may also observe the meeting via livestream at the following link: [\(1\) Kern County Board of Education – YouTube](#).

## 1.0 GENERAL FUNCTIONS

1.1 Call to order time \_\_\_\_\_ p.m.

1.2 Pledge of Allegiance

1.3 Roll Call	Present	Absent
Julie A. Beechinor, Area 1	_____	_____
Joe L. Marcano, Area 2	_____	_____
Mary M. Little, Area 3	_____	_____
Jose E. Gonzalez, Jr., Area 4	_____	_____
Paula E. Bray, Area 5	_____	_____
Daniel R. Giordano, Area 6	_____	_____
Lori J. Cisneros, Area 7	_____	_____
Violetamarysol Morales, Student Representative	_____	_____
Dr. John G. Mendiburu, Superintendent	_____	_____

1.4 Adoption of the Agenda

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

1.5 Approval of the Minutes from October 8, 2024.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

## **2.0 PUBLIC COMMENTS**

The Board of Education appreciates comments from members of the public who have the opportunity to address the Board on agenda items (before the Board's consideration of the item) and on other matters within the Board's jurisdiction.

To move the meeting business along efficiently, individual speakers are allotted up to three minutes each, and the total time for comment on each agenda or other topic within the Board's jurisdiction will be limited to 20 minutes. All requests for public comment must be submitted prior to the start of the meeting. In exceptional circumstances, the Board President may, with Board consent, reduce or increase the amount of time allowed for public input and/or the time allotted for each speaker, when such adjustment is necessary to ensure full opportunity for public input within the time allotted. Any such adjustments shall be done in an equitable manner, so as to allow a diversity of viewpoints. The President may also ask members of the public with the same viewpoint to select a few individuals to address the Board regarding that viewpoint.

To allow the Board to organize the public comments, persons wishing to speak will need to complete a form before the board meeting begins, providing their name, contact information, and the agenda item or other topic on the Board's jurisdiction on which they wish to speak. Items not appearing on the agenda cannot, by law, be the subject of board action.

## **3.0 INFORMATIONAL ITEMS – NO ACTION TAKEN**

- 3.1 Farm to Table Presentation by Rafael Juarez, Food and Nutrition Services Director.

## **4.0 ACTION ITEMS**

All consent agenda items for the Kern County Board of Education are considered to be routine and will be enacted by one motion unless a board member requests separate action on a specific item. Approval is recommended on all items listed.

### 4.1 Consent Agenda

#### 4.1.1 Approval of Graduation Diplomas.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

#### 4.1.2 Supervisor of Attendance and SARB Certification Training.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

### 4.2 General Business

#### 4.2.1 Presentation, Public Hearing, and Approval of the Wonderful College Prep Academy Lost Hills Petition for Renewal.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

#### 4.2.2 Approval of 2024-25 School Plans for Student Achievement (SPSAs) for Court and Community Schools.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

## **5.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS**

- 5.1 Members of the Board will report on various topics.

## **6.0 REPORT OF COUNTY SUPERINTENDENT**

6.1 The County Superintendent will report on various topics.

## **7.0 AGENDA ITEMS FOR THE NEXT MEETING**

7.1 Items to be considered for the next agenda.

## **8.0 ADJOURNMENT**

8.1 Unless otherwise posted, the next regularly scheduled meeting will be held on December 17, 2024, at 6:30 p.m.

8.2 Time of adjournment \_\_\_\_\_ p.m.



# BOARD OF EDUCATION REGULAR MEETING MINUTES

October 8, 2024  
6:30 p.m.

Board of Education Board Room  
1300 17<sup>th</sup> Street, City CENTRE – Bakersfield, CA 93301

## 1.0 GENERAL FUNCTIONS

- 1.1 The meeting was called to order at 6:30 p.m.
- 1.2 Pledge of Allegiance
- 1.3 Roll Call

Board Members Present

- Julie A. Beechinor
- Paula E. Bray
- Lori J. Cisneros
- Daniel R. Giordano
- Jose E. Gonzalez, Jr.
- Mary M. Little
- Joe L. Marcano
- Violetamarysol Morales

KCSOS Employees Present

- Dr. John G. Mendiburu, *Superintendent*
- Christian Shannon, *Deputy Superintendent*
- Steve Sanders, *Chief of Staff*
- Merril Clanton, *Senior Executive Administrative Assistant to the Superintendent*

- 1.4 It was moved by Ms. Beechinor, seconded by Ms. Little to approve the agenda.

Ayes: Ms. Beechinor, Ms. Bray, Ms. Cisneros, Mr. Giordano, Mr. Gonzalez, Jr., Ms. Little, and Mr. Marcano

Nays: None

Abstain: None

Absent: None

- 1.5 It was moved by Mr. Marcano, seconded by Ms. Beechinor to approve the minutes from the September 10, 2024, board meeting.

Ayes: Ms. Beechinor, Ms. Bray, Ms. Cisneros, Mr. Giordano, Mr. Gonzalez, Jr., Ms. Little, and Mr. Marcano

Nays: None

Abstain: None

Absent: None

## 2.0 PUBLIC COMMENTS

2.1 Public Comments were heard from the following:

- Joanna Kendrich
- Jeanine Adams
- Wayne Wong
- Dennis McLean
- Pamela Reece
- Paul Linfesty

## 3.0 INFORMATIONAL ITEMS – NO ACTION TAKEN

3.1 Presentation of the Kern County Fair Award-Winning EV Auto Program.

3.2 Presentation of Services for Foster and Homeless Students by Tom Corson, Kern County Network for Children Executive Director.

3.3 Presentation and Public Hearing for Wonderful College Prep Academy Lost Hills Charter Renewal Petition for July 1, 2025 – June 30, 2030.

3.4 AB 1955 Presentation and Public Hearing. Public Comments were heard from the following:

- Jesse Sanders
- Dennis McLean
- Lori Eskew
- Pamela Reece
- Jim Robertson
- Michael Pollack
- Abby Laynick
- Jeanine Adams

## 4.0 ACTION ITEMS

4.1 Consent Agenda

*\*Mr. Marcano excused himself from the remainder of the meeting at 9:08 p.m.*

4.1.1 It was moved by Ms. Little, seconded by Ms. Beechinor to approve the Graduation Diplomas.

Ayes: Ms. Beechinor, Ms. Bray, Ms. Cisneros, Mr. Giordano, Mr. Gonzalez, Jr., and Ms. Little

Nays: None

Abstain: None

Absent: Mr. Marcano

## 4.2 General Business

4.2.1 It was moved by Ms. Bray, seconded by Mr. Gonzalez to approve the GANN Limitation Resolution.

Ayes: Ms. Beechinor, Ms. Bray, Ms. Cisneros, Mr. Giordano, Mr. Gonzalez, Jr., and Ms. Little  
Nayes: None  
Abstain: None  
Absent: Mr. Marcano

4.2.2 It was moved by Ms. Beechinor, seconded by Mr. Gonzalez to move the Annual Organizational/Board Meeting date from December 10, 2024, to December 17, 2024, at 6:30 p.m.

Ayes: Ms. Beechinor, Ms. Bray, Ms. Cisneros, Mr. Giordano, Mr. Gonzalez, Jr., and Ms. Little  
Nayes: None  
Abstain: None  
Absent: Mr. Marcano

4.2.3 Accept and File Williams Act Uniform Complaint Quarterly Reports.

## 5.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS

- 5.1 The Family Resource Council and the Real-Life Network contacted Ms. Cisneros to speak in Washington, D.C., at the Pray, Vote, Stand Summit. She reported that she would be attending the Kern High School District Principal Partner Day Event and that she is excited to continue planning the Alt Ed Thanksgiving luncheon. To close, Ms. Cisneros congratulated and wished all candidates running for local offices the best of luck in the upcoming election.
- 5.2 Ms. Bray thanked the Kern County Fair for hosting such a special event for our community and Mr. Courson for his outstanding presentation on the services available to our foster care and homeless youth. She said everything he stated in his presentation was significant and crucial, particularly Mr. Courson's recollection of his first meeting with Dr. Mendiburu, where he was told, "We never give up on kids."
- 5.3 Ms. Little said she was thrilled to see the electric vehicle award and very proud of the students who participated in the Kern County Fair, winning multiple awards. Additionally, she stated that she enjoyed the foster youth presentation, which holds a special place in her heart as a former social worker. She expressed her heart for foster youth and how rewarding the hard work is. She encouraged donations for the Dream Center. She detailed her phenomenal visit to the Wonderful College Prep Academy with Dr. Mendiburu. She highlighted her delicious lunch and enjoyed the programs they offer to their students and the community. Lastly, she referenced the recent article regarding KCSOS's partnerships with local farmers to bring fresh foods to our students and encouraged a more in-depth presentation in the future.

- 5.4 Ms. Beechinor reported that the Career Expo is happening at Bakersfield College on Friday, October 11, 2024. She also stated that she will attend North High School for Principal Partner Day. She explained that presentations such as the EV Presentation are why she loves teaching and thanked everyone who went the extra mile to ensure the project's success. Lastly, she encouraged everyone to get involved and to be mindful of voting.
- 5.5 Mr. Giordano reflected that he had known Tom Courson for many years and remembered when the Dream Center was nothing more than a thought. He applauded his dedication to his role in building the program to its current state.
- 5.6 Ms. Morales stated that she is Pro-Life and commented that Starbucks is not Pro-Life, encouraging anyone in attendance to boycott Starbucks along with her and her family. She said that she would be involved in Principal Partner Day as a representative of CTEC and that she is looking forward to participating in the event. The ROC Café and Bakery will open on October 17, 2024, from 8:00 a.m. to 1:30 p.m. if anyone is interested in stopping by. Lastly, she offered to bring baked treats to the KCBOE November meeting.

## **6.0 REPORT OF COUNTY SUPERINTENDENT**

- 6.1 Dr. Mendiburu reported that the Kern County Superintendent of Schools has partnered with KUZZ Radio to host students throughout Kern County in broadcasting the Pledge of Allegiance each Friday at 7:05 a.m. Dr. Mendiburu reminded the Board that the Annual School Boards Dinner will occur on October 28, 2024, at the Double Tree Hotel and hoped everyone would attend. November 20, 2024, will be the Thanksgiving Celebration at the Blanton Center, and he thanked Ms. Cisneros and Ms. Little for spearheading the event. Lastly, Dr. Mendiburu provided an update on his meeting with CAAT Charter.

## **7.0 AGENDA ITEMS FOR THE NEXT MEETING**

- 7.1 The board recommended a presentation on the Ten Commandments at the December 17, 2024, board meeting.

## **8.0 ADJOURNMENT**

- 8.1 Unless otherwise posted, the next regularly scheduled meeting will be held on November 12, 2024, at 6:30 p.m.
- 8.2 The meeting was adjourned at 9:39 p.m.

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John G. Mendiburu, Ed.D., Superintendent

5.1.2



**State of California**

**EDUCATION CODE**

**Section 48245**

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48245. In any district or districts with an average daily attendance of 1,000 or more school children, according to the annual school report of the last preceding school year, no district supervisor of attendance shall be appointed, unless he has been lawfully certificated for the work by the county board of education.

(Enacted by Stats. 1976, Ch. 1010.)



## Supervisor of Attendance and SARB Certification

Event Date 10/16/2024

Time 8:30 am - 3:30 pm

First Name	Last Name	Position/Title	County	District	Email
Greg	Adkins	Director Innovation and Improvement	Kern	Panama-Buena Vista Union Kern County Office of Education	gadkins@pbvUSD.k12.ca.us nialvarado@kern.org
Nicole	Alvarado	School Social Worker	Kern	Pond Union Elementary	abarajas@pond.k12.ca.us
Ana	Barajas	Secretary -office clerk	Kern	Wasco Union High	dibarajas@wascohsd.org
Diego	Barajas	District Safety Officer	Kern	Wasco Union Elementary	cabarraza@wuesd.org
Carlos	Barraza	Director of Independent Studies	Kern	Buttonwillow Union Elementary	rcastellanos@buttonwillowschool.com
Rebecca	Castellanos	Principal	Kern	Fairfax Elementary	cclark@fairfaxsd.us
Charley	Clark	Asst. Supt	Kern	Greenfield Union	earlsm@gfUSD.net
Matt	Earls	Attendance Supervisor	Kern	Kern County Office of Education	naecheverria@kern.org
Natalie	Echeverria	Prevention Services Facilitator	Kern	Rosedale Union Elementary	jgellatly@ruesd.net
James	Gellatly	Director of IT	Kern	Richland Union Elementary	mgutierrez@rUSDshafter.org
Maria	Gutierrez	SARB Chairperson	Kern	Kern County Office of Education	MGUTIERREZ@GROWPUBLICSCHOOLS.ORG
Maricela	Gutierrez	Dean	Kern	Kern County Office of Education	jehill@kern.org
Jeff	Hill	Prevention Services Facilitator	Kern	Norris Elementary	lisa.limpias@norris.k12.ca.us
Lisa	Limpias	Director of Operations	Kern	El Tejon Unified	mcmnelis@el-tejon.k12.ca.us
Michael	Mcnelis	Principal	Kern		

## Supervisor of Attendance and SARB Certification

Event Date 10/16/2024

Time 8:30 am - 3:30 pm

First Name	Last Name	Position/Title	County	District	Email
Sandra	Mejia	Attendance Monitor	Kern	Wasco Union High	samejia@wascohdsd.org
Victoria	Munoz	Attendance Liaison-SARB	Kern	Richland Union Elementary	vmunoz@rdsdshaffer.org
Melissa	Ortiz	Executive Director of Student Support Services	Kern	Standard Elementary	mortiz4@standardschools.net
Berenice	Parra	Attendance & Enrollment Specialist	Kern	Kern County Office of Education	bparra@growpublicschools.org
Bonny	Porter	Director of Student Services	Kern	Tehachapi Unified	bporter@tehachapiusd.com
Krystle	Sandbulte	Social Worker	Kern	Kern County Office of Education	ksandbulte@growpublicschools.org
Maria	Sandoval	Social Worker	Kern	Delano Joint Union High	msandoval@djuhsd.org
Tina Tyler	Smith	Director of Student Services	Kern	Delano Union Elementary	tsmith@duesd.org
Gina	Soliz Ehoff	Attendance Secretary	Kern	Edison Elementary	gsoliz@edison.k12.ca.us
Monique	Taylor	Mental Health Clinician	Kern	Kern County Office of Education	motaylor@kern.org
Sandra	Twyford	Data Manager	Kern	Greenfield Union	twyfordsgfhusd.net
LaShawn	Baldwin	Substance Abuse Specialist	Kern	Kern County Office of Education	Lbaldwin@kern.org
Lorena	Reyes	Substance Abuse Specialist	Kern	Kern County Office of Education	Loreyes@kern.org

School Year: 2024-25

# School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kern County Juvenile Court School	15 10157 1530302	October 23, 2024	November 12, 2024

## Plan Description

Briefly describe your school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements for CSI in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The Kern County Superintendent of Schools creates an annual Local Control and Accountability Plan (LCAP) based on input from educational partners, including parents/guardians, staff, students, and community partner agencies. Educational partner input indicates the Alternative Education program should continue to focus on students' social emotional health and academic achievement. As a result, LCAP funds are utilized in these areas. Abbreviated LCAP goals that focus on the Alternative Education program include:

Goal 1: All students will demonstrate growth in their social and emotional development.

Goal 2: All students will demonstrate growth in literacy and numeracy leading to college and career paths.

Goal 3: Specific student groups will demonstrate an increase in state assessments scores, graduation rates, and college and career readiness and a decrease in chronic absenteeism and suspension rates.

To maintain focus in these areas, the Court School Plan for Student Achievement and the Alternative Education WASC Action Plan have goals that are aligned to the LCAP. Many of the metrics listed in the SPSA align with the state priorities in the LCAP, including Student Achievement, Pupil Engagement, School Climate, and Other Student Outcomes. Each document – KCSOS LCAP, Court School SPSA, and WASC Action Plan – has items that speak to supporting students in their social emotional and academic growth. As

5.2.2

a Schoolwide program, Title I funds in Court School are utilized for all students and provide additional support and resources to enhance student success in the state and local priorities.

Based on the results of the California School Dashboard, the Alternative Education program qualifies for Comprehensive Support and Improvement (CSI) funds. These funds are required to be used on strategies and activities that directly relate to school improvement, which can include building capacity, collaborating with educational partners, and implementing evidence-based interventions. The program's CSI funds are included in the SPSA.

## **Educational Partner Involvement**

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

In addition to utilizing annual LCAP survey data, educational partners from the Court School Site Council, Court School English Learner Advisory Committee, and District English Learner Advisory Committee provide input related to the Court School Plan for Student Achievement. This input was gathered at scheduled meetings in September and October in advance of the Court School Site Council recommending the SPSA be submitted to the Kern County Board of Education for approval. An annual review will be conducted in May of 2025 with input from the Court School Site Council. The annual review will be presented to both the Court School Site Council and the Kern County Board of Education for consideration of approval.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified at your school as a result of the required needs assessment.

The Court School Needs Assessment reviews various aspects of the program including student demographics, achievement data, curriculum, technology, professional development, and social emotional supports. After reviewing the Needs Assessment, the School Site Council did not identify any resource inequities. As a Schoolwide Title I program, all Court School students have access to all resources and supports that are available to students.

# Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## Challenges

Academic Performance: The California School Dashboard only captures valid CAASPP scores. In order for a test score to be valid, the student must have been continuously enrolled from Fall Census Day (the first Wednesday in October) to the date of testing without a gap of more than 30 consecutive calendar days. If a student tests with the Alternative Education program but does not meet these parameters, the test is excluded. According to the 2023 California School Dashboard, Court School tested 53 students in English Language Arts and 51 students in mathematics. Due to the low number of valid scores (15 in English Language Arts and 16 in mathematics), Court School does not have a performance indicator in the Dashboard. CAASPP scores indicate that in 2023, 92.86% of students scored Standard Not Met in the Dashboard. 100% of students scored Standard Not Met in mathematics. The program relies on STAR Renaissance reading and math scores to determine student growth during enrollment as this assessment tests students every 60 days and captures results in real time. During the 2023-24 school year, Court School students showed an average of 6 months growth in reading and 7 months growth in mathematics. Court School instructional staff have been trained in Universal Design for Learning (UDL) and Project Based Learning (PBL) instructional strategies in an effort to engage students in their learning.

Chronic Absenteeism: A student is considered chronically absent if they are absent at least 10% of their enrolled instructional days. The California School Dashboard only provides chronic absenteeism data on students in grades K-8. The 2023 Court School Dashboard does not provide a performance color in the area of chronic absenteeism due to low numbers. However, according to Kern Integrated Data System (KIDS), 26% of all Court School students were considered chronically absent during the 2023-24 school year. The vast majority of the chronically absent Court School students attend Bridges Academy, the program's only non-residential Court School. As part of the Differentiated Assistance process, Bridges Academy will begin tracking individual student's attendance in order to increase attendance.

Suspension Rate: On the 2023 California School Dashboard, Court School received a performance color of red for suspension rate, with 4.1% of 1,183 eligible students suspended at least one day. The African American student group received a performance color of red and the Hispanic, Socioeconomically Disadvantaged and Students with Disabilities student groups received a performance color of orange. School site Multi-Tiered System of Support (MTSS) leadership teams regularly meet to review data and determine which students are in need of additional supports.

# Goals, Strategies/Activities, and Expenditures

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

## Goal 1

Goal #	Description
1	All students will demonstrate growth in their social and emotional development.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the 2024 LCAP survey, over 67% of Court School students indicated the social emotional skills they have been learning in school have been helpful, with 19% of students disagreeing and nearly 14% of students being undecided. Providing students with social emotional supports can increase prosocial behaviors, improve academic achievement, and improve student attitudes toward school. Greater social emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive work and family relationships, better mental health, reduced criminal behavior, and engaged citizenship. Social emotional learning provides a foundation for a positive learning environment and can enhance students' abilities to succeed in school.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome (2023-24 Data)	Expected Outcome (Expected for 2024-25)
School attendance data, as measured by KiDS	88.5%	89.5%

Percentage of Court School students who agree with the statement, "My school provides students with a safe place to learn," as measured by the LCAP survey	Agree: 64.9% Disagree: 19.4% Undecided: 15.7%	Agree: 66.9%
Percentage of Court School students who agree with the statement, "The staff at this school cares about me," as measured by the LCAP survey	Agree: 52.6% Disagree: 22.4% Undecided: 25.0%	Agree: 54.6%
Percentage of Court School students who agree with the statement, "Students look forward to attending school each day," as measured by the LCAP survey	Agree: 50.8% Disagree: 19.5% Undecided: 15.7%	Agree: 52.8%
Percentage of Court School students who agree with the statement, "The social emotional skills I'm learning at school have been helpful," as measured by the LCAP survey	Agree: 67.2% Disagree: 19.1% Undecided: 13.7%	Agree: 69.2%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	School social workers will consult and collaborate with school personnel to promote a school environment responsive to the needs of students; provide counseling and supports to students; provide crisis intervention and risk/threat assessments; and identify and develop programs and activities to address situations adversely affecting the personal, social emotional, and academic development of students.	All Students	\$98,425	Title I, Part D

2	The MTSS Program Specialist will assist schools with building MTSS supports on each campus, provide oversight for maintaining supports, and secure trainings for staff and students in the area of MTSS in order to support staff and students' social emotional well-being	All Students	\$78,040 (50%)	Title I, Part A
3	The Outreach and Engagement Facilitator will provide support to the California Community Schools Partnership Program by integrating student supports, engaging families and the community, and building the capacity of staff.	All Students	\$126,371	CSI

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

A SPSA Annual Evaluation was completed in the spring of 2024. This document was reviewed and approved by the Court School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2024-25 SPSA will be conducted in the spring of 2025.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A SPSA Annual Evaluation was completed in the spring of 2024. This document was reviewed and approved by the Court School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2024-25 SPSA will be conducted in the spring of 2025.



Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A SPSA Annual Evaluation was completed in the spring of 2024. This document was reviewed and approved by the Court School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2024-25 SPSA will be conducted in the spring of 2025.

## Goal 2

Goal #	Description
2	All students will demonstrate growth in literacy and numeracy leading to college and career paths.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The average high school student enrolls in the Alternative Education program deficient 47 credits and reading at a 5<sup>th</sup> grade level. Since the majority of the program's students have reading and mathematics ability levels below their actual grade levels, the program has placed an emphasis on providing high quality instruction in literacy and numeracy to improve students' understanding, comprehension, and ability levels. The gains acquired in these skill sets will prepare students for post-graduation education and career options.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome (2023-24 Data)	Expected Outcome (Expected for 2024-25)
Percentage of Court School students who Meet or Exceed Standard in ELA/Literacy, as measured by the CAASPP	2.74%	3.24%

Percentage of Court School students who Meet or Exceed Standard in Mathematics, as measured by the CAASPP	0%	0.5%
Court School student growth on STAR Renaissance Pre-Post Test, as measured by STAR Renaissance every 60 days	Reading: 6 months growth Math: 7 months growth Somewhat/Moderately Developed: 38.8% Well Developed: 4.1%	Reading: 6 months growth Math: 7 months growth Somewhat/Moderately Developed: 41.8% Well Developed: 7.1%
Percentage of students who take the ELPAC with Court School in 2024 and 2025 who increase their Reading performance	Agree: 52.4% Disagree: 23.0% Undecided: 24.6%	Agree: 54.4%
Percentage of Court School students who agree with the statement, "Instruction at my school is challenging and interesting," as measured by the LCAP survey	Agree: 58.5% Disagree: 31.4% Undecided: 19.1%	Agree: 60.5%
Percentage of Court School students who agree with the statement, "I learn a lot in my classes," as measured by the LCAP survey	Agree: 45.7% Disagree: 31.4% Undecided: 22.9%	Agree: 50.0%
Percentage of Court School students who agree with the statement, "My teachers make me excited about learning," as measured by the LCAP survey	Agree: 67.0% Disagree: 17.3% Undecided: 15.7%	Agree: 69.0%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
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1	<p>The Teacher – Technology Specialist will provide support to instructional staff, assist in the identification and implementation of appropriate technology resources to meet the needs of the program, provide individual or small group support to instructional staff to increase their expertise in using technology as an instructional tool, model Common Core-aligned lessons in which technology is effectively infused into daily instruction, and collaborate with instructional staff and site level administrators to evaluate and monitor the implementation and effectiveness of technology.</p>	All Students	\$81,166 (50%)	Title I, Part A
2	<p>The CTE Construction Teacher, CTE Welding Instructor, CTE Ag/Forestry Teacher, and transportation industry experts will offer weekend CTE Bootcamps at Erwin Owen High School and Redwood High School as enrichment to the program's CTE offerings.</p>	All Students	\$65,000	Title I, Part D
3	<p>The CTE Program Specialist will use evidence-based interventions to develop high-interest curriculum materials, design innovative and engaging programs, provide guidance for implementation, and be responsible for securing grants to continue implementing programs.</p>	All Students	\$172,632	CSI
4	<p>Teachers will provide intervention and enrichment as well as transition services related to college and career readiness. Courses are assigned based on the individual needs of students as indicated by a review of transcripts. Teachers will also use a variety of resources to expose students to various career options, instruct students on how to develop the necessary skills to gain and maintain employment, develop lessons utilizing research-based practices to introduce and inspire career choice amongst students, and utilize a variety of assessment tools to monitor and develop student achievement.</p>	All Students	\$456,935	Title I, Part D
6	<p>The Intervention Teacher will provide transition services, including gathering student records and completing diagnostic assessments to inform course assignments.</p>	All Students	\$123,977	Title I, Part D

7	The Teacher – Instructional Specialist will build the capacity of staff by providing professional development, supporting effective teaching practices, and analyzing data to inform instructional practices.	All Students	\$126,524	CSI
8	A teacher and paraprofessional will provide educational services for students who are housed at the Miriam Jamison Children's Center, a 24-hour emergency shelter for abused, neglected, and abandoned children.	All Students	\$170,361	Title I, Part A
9	A paraprofessional will support individual and small group instruction to assist students in achieving academic success and to ensure student participation.	All Students	\$81,544	Title I, Part A
10	The assessment paraprofessional will administer pre/post tests for incoming/existing students and conduct data analysis.	All Students	\$74,223	Title I, Part D

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

A SPSA Annual Evaluation was completed in the spring of 2024. This document was reviewed and approved by the Court School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2024-25 SPSA will be conducted in the spring of 2025.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A SPSA Annual Evaluation was completed in the spring of 2024. This document was reviewed and approved by the Court School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2024-25 SPSA will be conducted in the spring of 2025.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A SPSA Annual Evaluation was completed in the spring of 2024. This document was reviewed and approved by the Court School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2024-25 SPSA will be conducted in the spring of 2025.

## Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp) and/or that receive funds from the (local educational agency (LEA) for CSI.

### Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$2,549,227
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,655,198
Total Federal Funds Provided to the School from the LEA for CSI	\$348,765 (\$97,654 to Court School)

### Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.  
**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

<b>Federal Programs</b>	<b>Allocation (\$)</b>
Title I, Part A	\$442,415
Title I, Part D	\$1,040,798
Title II	\$60,359
Title IV	\$98,925

Subtotal of additional federal funds included for this school: \$1,642,497

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

<b>State or Local Programs</b>	<b>Allocation (\$)</b>
Court School Budget	\$7,154,999
Equity Multiplier Funds	\$929,669

Subtotal of state or local funds included for this school: \$8,084,668

Total of federal, state, and/or local funds for this school: \$9,727,165

School Year: 2024-2025

# School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kern County Community School	15 10157 1530310	October 16, 2024	November 12, 2024

## Plan Description

Briefly describe your school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements for CSI in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The Kern County Superintendent of Schools creates an annual Local Control and Accountability Plan (LCAP) based on input from educational partners, including parents/guardians, staff, students, and community partner agencies. Educational partner input indicates the Alternative Education program should continue to focus on students' social emotional health and academic achievement. As a result, LCAP funds are utilized in these areas. Abbreviated LCAP goals that focus on the Alternative Education program include:

Goal 1: All students will demonstrate growth in their social and emotional development.

Goal 2: All students will demonstrate growth in literacy and numeracy leading to college and career paths.

Goal 3: Specific student groups will demonstrate an increase in state assessment scores, graduation rates, and college and career readiness and a decrease in chronic absenteeism and suspension rates.

To maintain focus in these areas, the Community School Plan for Student Achievement and the Alternative Education WASC Action Plan have goals that are aligned to the LCAP. Many of the metrics listed in the SPSA align with the state priorities in the LCAP, including Student Achievement, Pupil Engagement, School Climate, and Other Student Outcomes. Each document – KCSOS LCAP, Community School SPSA, and WASC Action Plan – has items that speak to supporting students in their social emotional and academic



growth. As a Schoolwide Program, Title I funds in Community School are utilized for all students and provide additional support and resources to enhance student success in the state and local priorities.

Based on the results of the California School Dashboard, the Alternative Education program qualifies for Comprehensive Support and Improvement (CSI) funds. These funds are required to be used on strategies and activities that directly related to school improvement, which can include building capacity, collaborating with educational partners, and implementing evidence-based interventions. The program's CSI funds are included in the SPSA.

## **Educational Partner Involvement**

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

In addition to utilizing annual LCAP survey data, educational partners from the Community School Site Council, Community School English Learner Advisory Committee, and District English Learner Advisory Committee provided input related to the Community School Plan for Student Achievement. This input was gathered at scheduled meetings in October in advance of the Community School site Council recommending the SPSA be submitted to the Kern County Board of Education for approval. An annual review will be conducted in May of 2025 with input from the Community School Site Council. The annual review will be presented to both the Community School Site Council and the Kern County Board of Education for consideration of approval.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified at your school as a result of the required needs assessment.

The Community School Needs Assessment reviews various aspects of the program including student demographics, achievement data, curriculum, technology, professional development, and social emotional supports. After reviewing the Needs Assessment, the School Site Council did not identify any resource inequities. As a Schoolwide Title I program, all Community School students have access to all resources and supports that are available to students.

# Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## Challenges

**Academic Performance:** The California School Dashboard only captures valid CAASPP scores. In order for a test score to be valid, the student must have been continuously enrolled from Fall Census Day (the first Wednesday in October) to the date of testing without a gap of more than 30 consecutive calendar days. If a student tests with the Alternative Education program but does not meet these parameters, the test is excluded. According to the 2023 California School Dashboard, Community School tested 165 students in English Language Arts and 163 students in mathematics. However, the Dashboard only recognizes 66 scores in English Language Arts and 68 scores in mathematics. The Socioeconomically Disadvantaged student group received a Dashboard performance color of red in English Language Arts and mathematics. CAASPP scores indicate that in 2023, 75.46% of students scored Standard Not Met in English Language Arts and 95.09% of students scored Standard Not Met in mathematics. The program relies on STAR Renaissance reading and math scores to determine student growth during enrollment as this assessment tests students every 60 days and captures results in real time. During the 2023-24 school year, Community School students showed an average of 2 months growth in reading and 3 months growth in mathematics. Community School instructional staff have been trained in Universal Design for Learning (UDL) and will be trained in Project Based Learning (PBL) during the 2024-25 school year. These strategies are used in an effort to engage students in their learning.

**Chronic Absenteeism:** A student is considered chronically absent if they are absent at least 10% of their enrolled instructional days. The California School Dashboard indicates that 77.7% of 112 eligible (students in grades K-8 who were enrolled for at least 31 instructional days) Community School students were chronically absent. Hispanic and Socioeconomically Disadvantaged student groups received a performance color of red on the Community School Dashboard. In an attempt to serve local school districts throughout the entire county, the Alternative Education program has strategically located Community School sites. However, discussions with parents/guardians and referring school districts have indicated that transportation is a barrier to regular school attendance.

**Suspension Rate:** On the 2023 California School Dashboard, Community School received a performance color of red for suspension rate, with 10.1% of 1,194 eligible students suspended at least one day. English Learner, Hispanic, Homeless, and Socioeconomically Disadvantaged student groups received a performance color of red. School site Multi-Tiered System of Support (MTSS) leadership teams regularly meet to review data and determine which students are in need of additional supports.

# Goals, Strategies/Activities, and Expenditures

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

## Goal #

Goal #	Description
1	All students will demonstrate growth in their social and emotional development.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the 2024 LCAP survey, almost 82% of Community School students indicated the social emotional skills they have been learning in school have been helpful, with just over 5% of students disagreeing and almost 13% of students being undecided. Providing students with social emotional supports can increase prosocial behaviors, improve academic achievement, and improve student attitudes toward school. Greater social emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive work and family relationships, better mental health, reduced criminal behavior, and engaged citizenship. Social emotional learning provides a foundation for a positive learning environment and can enhance students' abilities to succeed in school.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome (2023-24 Data)	Expected Outcome (Expected for 2024-25)
School attendance data, as measured by KiDS	81.7%	82.7%
Percentage of Community School students who agree with the statement, "My school provides students with a safe place to learn," as measured by the LCAP survey	Agree: 75.5% Disagree: 5.8% Undecided: 18.7%	Agree: 77.5%
Percentage of Community School students who agree with the statement, "The staff at this school cares about me," as measured by the LCAP survey	Agree: 69.1% Disagree: 9.6% Undecided: 21.3%	Agree: 71.1%
Percentage of Community School students who agree with the statement, "Students look forward to attending school each day," as measured by the LCAP survey	Agree: 48.1% Disagree: 26.0% Undecided: 25.9%	Agree: 50.1%
Percentage of Community School students who agree with the statement, "The social emotional skills I'm learning at school have been helpful," as measured by the LCAP survey	Agree: 81.9% Disagree: 5.4% Undecided: 12.7%	Agree: 83.9%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
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1	<p>School social workers will consult and collaborate with school personnel to promote a school environment responsive to the needs of students; provide counseling and supports to students; provide crisis intervention and risk/threat assessments; and identify and develop programs and activities to address situations adversely affecting the personal, social emotional, and academic development of students.</p>	All students	\$494,571	Title I, Part A
2	<p>The MTSS Program Specialist will assist schools with building MTSS supports on each campus, provide oversight for maintaining supports, and secure trainings for staff and students in the area of MTSS in order to support staff and students' social emotional well-being.</p>	All students	\$78,040 (50%)	Title I, Part A
3	<p>The Outreach and Engagement Facilitator will provide support to the California Community Schools Partnership Program by integrating student supports, engaging families and the community, and building the capacity of staff.</p>	All students	\$126,371	CSI

## Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

A SPSA Annual Evaluation was completed in the spring of 2024. This document was reviewed and approved by the Community School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2024-25 SPSA will be conducted in the spring of 2025.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A SPSA Annual Evaluation was completed in the spring of 2024. This document was reviewed and approved by the Community School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2024-25 SPSA will be conducted in the spring of 2025.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A SPSA Annual Evaluation was completed in the spring of 2024. This document was reviewed and approved by the Community School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2024-25 SPSA will be conducted in the spring of 2025.

## Goal #

Goal #	Description
2	All students will demonstrate growth in literacy and numeracy leading to college and career paths.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The average high school student enrolls in the Alternative Education program deficient 47 credits and reading at a 5<sup>th</sup> grade level. Since the majority of the program's students have reading and mathematics ability levels below their actual grade levels, the program has placed an emphasis on providing high quality instruction in literacy and numeracy to improve students' understanding.

comprehension, and ability levels. The gains acquired in these skill sets will prepare students for post-graduation education and career options.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome (2023-24 Data)	Expected Outcome (Expected for 2024-25)
Percentage of Community School students who Meet or Exceed Standard in ELA/Literacy, as measured by the CAASPP	9.03%	9.53%
Percentage of Community School students who Meet or Exceed Standard in Mathematics, as measured by the CAASPP	0.71%	1.21%
Community School student growth on STAR Renaissance Pre-Post Test, as measured by STAR Renaissance every 60 days	Reading: 2 months growth Math: 3 months growth	Reading: 3 months growth Math: 4 months growth
Percentage of students who take the ELPAC with Community School in 2024 and 2025 who increase their Reading performance	Somewhat/Moderately Developed: 34.1% Well Developed: 5.9%	Somewhat/Moderately Developed: 37.1% Well Developed: 8.9%
Percentage of Community School students who agree with the statement, "Instruction at my school is challenging and interesting," as measured by the LCAP survey	Agree: 55.0% Disagree: 19.6% Undecided: 25.4%	Agree: 57.0%
Percentage of Community School students who agree with the statement, "I learn a lot in my classes," as measured by the LCAP survey	Agree: 69.8% Disagree: 14.2% Undecided: 16.0%	Agree: 71.8%
Percentage of Community School students who agree with the statement, "My teachers make me excited about learning," as measured by the LCAP survey	Agree: 49.6% Disagree: 26.1% Undecided: 24.3%	Agree: 51.6%
Percentage of Community School students who agree with the statement, "My school is preparing students for college and/or career paths," as measured by the LCAP survey	Agree: 65.9% Disagree: 8.5% Undecided: 25.6%	Agree: 67.9%

# Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	The Teacher – Technology Specialist will provide support to instructional staff, assist in the identification and implementation of appropriate technology resources to meet the needs of the program, provide individual or small group support to instructional staff to increase their expertise in using technology as an instructional tool, model Common Core-aligned lessons in which technology is effectively infused into daily instruction, and collaborate with instructional staff and site level administrators to evaluate and monitor the implementation and effectiveness of technology.	All students	\$81,166 (50%)	Title I, Part A
2	The CTE Program Specialist will use evidence-based interventions to develop high-interest curriculum materials, design innovative and engaging programs, provide guidance for implementation, and be responsible for securing grants to continue implementing programs	All students	\$172,632	CSI
3	The Teacher – Instructional Specialist will build the capacity of staff by providing professional development, supporting effective teaching practices, and analyzing data to inform instructional practices.	All students	\$126,524	CSI



# Annual Review

## SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

A SPSA Annual Evaluation was completed in the spring of 2024. This document was reviewed and approved by the Community School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2024-25 SPSA will be conducted in the spring of 2025.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A SPSA Annual Evaluation was completed in the spring of 2024. This document was reviewed and approved by the Community School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2024-25 SPSA will be conducted in the spring of 2025.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A SPSA Annual Evaluation was completed in the spring of 2024. This document was reviewed and approved by the Community School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2024-25 SPSA will be conducted in the spring of 2025.

## Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp) and/or that receive funds from the (local educational agency (LEA) for CSI.

### Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$ 2,549,227
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,079,304
Total Federal Funds Provided to the School from the LEA for CSI	\$348,765 (\$226,697 to Community School)

### Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.  
*Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Federal Programs	Allocation (\$)
Title I, Part A	\$689,866
Title I, Part D	\$1,040,798
Title II	\$60,359

Subtotal of additional federal funds included for this school: \$1,791,023

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

State or Local Programs	Allocation (\$)
Community School Budget	\$9,970,045
Equity Multiplier Funds	\$929,669

Subtotal of state or local funds included for this school: \$10,899,714

Total of federal, state, and/or local funds for this school: \$12,690,737