



BOARD OF EDUCATION REGULAR MEETING AGENDA

November 13, 2025
6:00 p.m.

Board of Education Board Room
1300 17th 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 17th 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 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 Beechinor Towse, *Area 1*

Joe L. Marcano, *Area 2*

Mary M. Little, *Area 3*

Jose E. Gonzalez, Jr., *Area 4*

Lori Eskew, *Area 5*

James V. Robinson, *Area 6*

Lori J. Cisneros, *Area 7*

Anabell Werner, *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 the Regular Board Meeting held on October 14, 2025.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

2.0 CLOSED SESSION

CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Government Code section 54956.9: 1 potential case

3.0 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.

4.0 INFORMATIONAL ITEMS – NO ACTION TAKEN

- 4.1 Presentation: CAASPP and CAST Data – Edward Gonzalez, Ed.D., Executive Director KiDS.

5.0 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.

5.1 Consent Agenda

5.1.1 Approval of Graduation Diplomas.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

5.2 General Business

5.2.1 Discussion and Possible Action: Resolution of the Kern County Board of Education for Posting of Historical Documents and Contract of Legal Representation – Mariah Gonderio, Litigation Counsel, Liberty Counsel.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

5.2.2 Approval of the 2025-26 School Plans for Student Achievement (SPSAs) for Court and Community Schools.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

6.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS

6.1 Members of the Board will report on various topics.

7.0 REPORT OF COUNTY SUPERINTENDENT

7.1 The County Superintendent will report on various topics.

8.0 AGENDA ITEMS FOR THE NEXT MEETING

8.1 Items to be considered for the next agenda.

9.0 ADJOURNMENT

9.1 Unless otherwise posted, the next regularly scheduled meeting will be held on December 9, 2025, at 6:30 p.m.

9.2 Time of adjournment _____ p.m.



BOARD OF EDUCATION REGULAR MEETING MINUTES

1.5

October 14, 2025
6:30 p.m.

Board of Education Board Room
1300 17th 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 Beechinor Towse
Lori J. Cisneros
Lori Eskew
Jose E. Gonzalez, Jr.
Mary M. Little
Joe L. Marciano
James V. Robinson
Anabell Werner, *Student Representative*

KCSOS Employees Present

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

- 1.4 It was moved by Trustee Beechinor Towse, seconded by Trustee Robinson to approve the agenda.

Ayes: Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, Trustee Marciano, and Trustee Robinson.

Nayes: None

Abstain: None

Absent: None

- 1.5 It was moved by Trustee Robinson, seconded by Trustee Marciano to approve the Minutes from Regular Board Meeting held on September 9, 2025.

Ayes: Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, Trustee Marciano, and Trustee Robinson.

Nayes: None

Abstain: None

Absent: None

- 1.6 It was moved by Trustee Robinson, seconded by Trustee Marcano to approve the Minutes from Special Board Meeting held on September 10, 2025.

Ayes: Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, Trustee Marcano, and Trustee Robinson.

Nayes: None

Abstain: None

Absent: None

2.0 PUBLIC COMMENTS

- 2.1 Public Comments were heard from the following:

- Rev. Angelo A. Frazier
- Lori Braschler
- Catalina Maldonado
- Lindsey Parker
- Jes Sanders
- Paul Linfesty
- Bryon Osorio
- Dennis McLean

3.0 INFORMATIONAL ITEMS – NO ACTION TAKEN

- 3.1 Presentation: Historical Documents Display – Mariah Gonderio, Litigation Counsel, Liberty Counsel.
- 3.2 Presentation: CALM Master Plan Update – Steve Sanders, Chief of Staff and Meg Maitland, Senior Director.

4.0 ACTION ITEMS

- 4.1 Consent Agenda

- 4.1.1 It was moved by Trustee Robinson, seconded by Trustee Marcano to approve the Adoption of the GANN Limitation Resolution.

Ayes: Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, Trustee Marcano, and Trustee Robinson.

Nayes: None

Abstain: None

Absent: None

- 4.1.2 Accept and File Williams Act Uniform Complaint Quarterly Reports.

5.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS

- 5.1 Trustee Marcano expressed his appreciation for the opportunity to participate in the Amicus Brief that was filed. He noted that the brief was exceptionally well written and conveyed his hope that all board members had the opportunity to review it. He further stated that he was proud of the board's contribution and extended his gratitude to those who facilitated its completion.

- 5.2 Trustee Eskew began her remarks by congratulating Dr. Mendiburu on his induction into the California State University Bakersfield Hall of Fame, commending him for his achievements and contributions. She shared that she attended the Central School's Open House, expressing appreciation for the opportunity to return to where her career began and reconnect with former colleagues, and noted her intention to attend Bridges' Open House later in the week. Trustee Eskew reported that she had the privilege of speaking at Cal State's Turning Point event, which she described as a rewarding experience, and mentioned the program's need for an advisor to facilitate continued on-campus meetings. She also expressed enthusiasm for CALM's expansion and recognized the ongoing work supporting its growth. Additionally, Trustee Eskew referenced attending a Kern High School District board meeting where a Title IX resolution was discussed. Trustee Eskew shared her personal views regarding gender identity, expressing her belief in traditional gender distinctions and noting that her perspective is grounded in faith. She also shared concerns voiced by community members regarding classroom content and discussions they felt were unrelated to academic instruction. She emphasized the importance of maintaining a strong academic focus in schools, prioritizing foundational subjects such as reading, writing, and mathematics, and encouraged continued efforts to raise academic standards and ensure that schools remain centered on student learning and achievement. Trustee Eskew concluded by reaffirming her commitment to fostering educational excellence and supporting learning environments where all students can thrive.
- 5.3 Trustee Beechinor Towse shared that Bakersfield College recently hosted its annual Career Ag Expo and Manufacturing Day, a large-scale event designed to expose high school students from the Kern High School District to career opportunities in the agriculture and manufacturing industries. She explained that the event brings hundreds of students to the college campus, where they can engage directly with career vendors, learn about career technical education (CTE) programs, and explore various professional pathways available after graduation. Trustee Beechinor Towse described the event as both exciting and impactful, noting the strong participation and enthusiasm from students and industry partners alike. In addition, she promoted the upcoming Bakersfield College Rodeo, scheduled for November 8–9, highlighting it as one of the college's most engaging community events. Now in its third year, the rodeo continues to grow, attracting student athletes from across California and neighboring states. Trustee Beechinor Towse expressed appreciation for the strong community and student support behind the event. She emphasized that the rodeo provides a fun, family-friendly experience for the Bakersfield community, offering free daily admission beginning at 9 a.m., numerous vendors, and a welcoming environment for all ages. She encouraged everyone to attend and enjoy the festivities.
- 5.4 Trustee Gonzalez commented that there are two Superintendent vacancies in his area.
- 5.5 Trustee Cisneros expressed appreciation for the earlier comments regarding the Title IX resolution, emphasizing that the action taken by the Board was meaningful and impactful. She recalled that some had initially questioned whether the resolution would make a difference, but she affirmed that it has had a positive effect and that the Kern County Superintendent of Schools is leading the way in this area. Trustee Cisneros noted her excitement that the Kern High School District has followed suit and expressed hope that other districts will also adopt similar resolutions. She also shared that she has been participating in training sessions with the Association of California County Boards of Education (ACCBE), a newly established organization formed approximately two months ago. As a nominated representative, she is currently in the training phase and will bring updates and feedback to the Board. Trustee Cisneros explained that the ACCBE offers multiple training opportunities each month, and she recently attended sessions focused on effective governance practices for county boards of education and a deeper understanding of court and community schools. She noted that the experience has helped her gain greater insight into the Board's influence and responsibilities in serving students across various educational settings. Additionally, Trustee Cisneros announced that the annual

Thanksgiving luncheon at the Blanton School campus will take place on November 19, 2025, at 11:00 a.m. The event, open to board members, staff, students, parents, and administrators, provides an opportunity to share gratitude and focus on community. Reflecting on last year's luncheon, she described it as a meaningful experience where students were encouraged to reflect on what they are thankful for. Many students expressed experiencing a traditional Thanksgiving meal for the first time. She commended the KCSOS staff for providing an outstanding meal and warm atmosphere, emphasizing the importance of making students feel seen, valued, and loved.

- 5.6 Trustee Robinson began his remarks by clarifying several points related to earlier discussions about the posting of the Ten Commandments in schools. He explained that from the very beginning, Angelo Frazier's proposal focused on displaying the Ten Commandments alongside other historical documents in the common or public areas of school campuses, not within individual classrooms. He further emphasized the importance of correcting that misconception. Trustee Robinson addressed what he viewed as misunderstandings surrounding the Establishment Clause of the U.S. Constitution, asserting that the display of the Ten Commandments in public school areas does not violate the clause. He encouraged anyone referencing the Establishment Clause in their arguments to study it carefully to ensure its meaning and intent are accurately represented. He then expressed appreciation for the recent comments by Trustees Beechinor Towse and Trustee Eskew regarding the importance of returning to fundamental literacy skills such as reading and writing, noting that these abilities form the foundation for communication and civic engagement. Additionally, Trustee Robinson shared that he will be attending an upcoming general meeting of the Leaders in Life organization, which brings together student leaders from across Kern County. He explained that his renewed involvement with the group was inspired by an article written by Rick McDill and published in *Community Voices of The Bakersfield Californian* on October 16. The article highlighted the work of the Kegley Institute of Ethics at California State University, Bakersfield, and its efforts to promote civil discourse, ethics, and respectful debate among students. Trustee Robinson noted that local leaders, including representatives from the Kern County Superintendent of Schools, are working to establish partnerships with the Kegley Institute to engage high school students in these programs. He described this initiative as particularly timely and necessary in light of recent divisive events, emphasizing the importance of helping young people learn to express themselves confidently, think critically, and engage in meaningful public discussions. Trustee Robinson stressed that the ability to listen, speak, read, and write effectively are essential life skills that once were the standard expectation for all students. He expressed concern that these core abilities are no longer as prevalent as they once were and encouraged renewed focus on developing them. He also reflected on the value of promoting civil dialogue in schools and the community, observing that disagreement does not need to be hostile or personal. As board members, he said, they have modeled this approach by engaging in open discussion, considering different perspectives, and maintaining civility even amid differing viewpoints. He encouraged others to do the same by engaging in respectful, informed, and articulate debate. Trustee Robinson concluded by sharing his enthusiasm for the upcoming Leaders in Life conference, noting that approximately 4,000 students attended last year's event at Mechanics Bank Convention Center. He praised the program for encouraging youth leadership, communication, and civic involvement, and expressed optimism that such opportunities will continue to grow and strengthen the community's culture of respectful engagement.
- 5.7 Student Representative Werner expressed support for the teaching of history, stating that all aspects of history should be included in instruction. While noting that the posting of the Ten Commandments in public school areas is not a necessity. She also commented on the presentation of activities at CALM, describing them as enjoyable and positive, and concluded by expressing appreciation and well wishes.

- 5.8 Trustee Little provided an update on several legislative matters affecting education. She discussed AB 27 and AB 727, referencing the Trevor Project and noting prior audience engagement on these topics. She also mentioned the recent veto of SB 714, the charter school bill, and indicated that the California Teachers Association is expected to pursue AB 84 in the future, emphasizing the need for preparedness. Trustee Little expressed particular concern about the recently passed AB 495, describing it as highly problematic. She explained that the bill allows an adult with a fifth-degree familial relation to claim guardianship of a child using a simple one-page form, without requiring parental consent, background checks, fingerprints, or other safeguards. She characterized the bill as creating potential risks for child safety and warned that it could facilitate abuse or exploitation. Trustee Little shared a personal anecdote illustrating how even existing court orders would not prevent the law from taking effect, noting that many in the public may not fully understand the implications of this bill. She also indicated that lawsuits related to the bill are highly anticipated. Additionally, Trustee Little highlighted Proposition 50, which proposes the redistricting of legislative boundaries in California, noting that its passage could have wide-ranging impacts on the economy and local governance, and encouraged all to participate in voting. She concluded by noting that 17 districts in California have now adopted Title IX resolutions, acknowledging that this movement is gaining traction, and suggested that legal challenges related to these resolutions may arise.

6.0 REPORT OF COUNTY SUPERINTENDENT

- 6.1 Superintendent Mendiburu provided several updates for the Board. He noted that Valley Oaks Charter School is celebrating its 25th anniversary, having grown from 150 to over 1,000 students, and was recently recognized as School of the Year. He also highlighted a new partnership between the Kern County Superintendent of Schools and Mayor Goh to launch a kindness initiative with local high schools, in collaboration with the Character Strong program, which will recognize students who demonstrate kindness and provide them with development opportunities. He reported that recent student test scores have been released, showing an uptick in students meeting or exceeding standards. The Board will receive a comprehensive presentation next month on countywide test results, including targeted focus areas in English Language Arts, Mathematics, and Science. Superintendent Mendiburu also shared details about upcoming KCSBA school board dinners: the October 20th event hosted by McFarland Unified School District, emphasizing student-centered programming, and the spring dinner at CTEC in the Kern High School District to celebrate student achievements. Finally, he provided an update regarding the previously approved resolution to provide funding to the Semitropic School District. To date, the district has not required any of the approved funds, as they are working to make necessary adjustments in response to a decrease in enrollment. The district is expected to continue on this path without needing the allocated funds at the present date.

7.0 AGENDA ITEMS FOR THE NEXT MEETING

- 7.1 There were no recommendations for agenda items for the next meeting.

8.0 ADJOURNMENT

- 8.1 Unless otherwise posted, the next regularly scheduled meeting will be held on November 13, 2025, at 6:30 p.m.
- 8.2 The meeting was adjourned at 8:24 p.m.

RESOLUTION OF THE KERN COUNTY BOARD OF EDUCATION FOR POSTING OF HISTORICAL DOCUMENTS

WHEREAS, the Kern County Board of Education (hereinafter "County Board") seeks to include in our public schools documents that have special historical significance to our community, our country and our country's history; and

WHEREAS, the underpinnings of our system of government are rooted in a steadfast belief in Almighty God and the conviction that all morality, justice and inalienable rights derive from His gracious hand; and

WHEREAS, the political theorists embraced by the Founding Fathers of the United States, from John Locke to Sir William Blackstone, espoused the Natural Law Theory, and believed, as John Quincy Adams explained, that "the laws of nature...of course presupposes the existence of a God, the moral ruler of the universe, and a rule of right and wrong, of just and unjust, binding upon man, preceding all institutions of human society and of government"; and

WHEREAS, the Founding Fathers recognized that all human beings possess certain rights that cannot be awarded, surrendered nor corrupted by human power, and the Founders explicitly attributed the origin of these, our inalienable rights, to the Creator; and

WHEREAS, in 1647, in the first law establishing public education in America, the General Court of the Massachusetts Bay Colony required towns to maintain a system of public schools, with every town of 50 families having an elementary school, and every town of 100 families having a grammar school, to ensure that children learned to read the Bible and become good citizens; and

WHEREAS, the same historical documents and principles that formed the foundation of the Declaration of Independence and the United States Constitution also influenced the core principles of California's representative democracy; and

WHEREAS, the Preamble to the California Constitution states, "We, the People of the State of California, grateful to Almighty God for our freedom, in order to secure and perpetuate its blessings, do establish this Constitution"; and

WHEREAS, Article 1 to the California Constitution, otherwise known as the Declaration of Rights, declares that people are by nature free and independent and have certain inalienable rights; and

WHEREAS, under California law, the County Board remains an elected legislative and deliberative public body, serving the citizens of the Kern County public schools; and

WHEREAS, documents play an important role in the development of the law of system and government in the Western legal tradition and the United States and of the State of California, including the Ten Commandments, the Mayflower Compact, the Declaration of Independence, the Preamble to the U.S. Constitution, the Bill of Rights to the U.S. Constitution, the Star-Spangled Banner, the Pledge of Allegiance, and the Nation Motto, which the Board collectively references as, the "Foundations of American Law and Government"; and

WHEREAS, the Ten Commandments can be found throughout our Nation's capital, including the magnificent displays adorning the Supreme Court Building, the Library of Congress's Jefferson Building, the National Archives, the Department of Justice, the Ronald Reagan Building, the federal courthouse that is home to both the Court of Appeals and the District Court for the District of Columbia and the Chamber of the United States House of Representatives; and

WHEREAS, the Ten Commandments are part of the official seal for the Ninth Circuit Court of Appeals; and

WHEREAS, the Foundations of American Law and Government display is consistent with the State of California's History-Social Science Content Standards ("HSSCS") for public schools; and

WHEREAS, the HSSCS requires students to learn about the foundation of our republican form of government, including Judeo-Christian principles expressed in the Declaration of Independence and U.S. Constitution;

WHEREAS, the County Board wishes to state its purpose in displaying the Foundations of Law and Government display is to educate the students and future voting citizens of Kern County on the documents that played an important role in the foundation, development and history of Kern County, the State of California and the United States of America; and

NOW, THEREFORE, BE IT RESOLVED that the County Board adopts the display of the Foundations of Law and Government to be displayed in schools under the county board jurisdiction. The display includes the Ten Commandments, the Mayflower Compact, the Declaration of Independence, the Preamble to the U.S. Constitution, the Bill of Rights to the U.S. Constitution, the Star-Spangled Banner, the Pledge of Allegiance, and the National Motto. The display shall be (SIZE) and will be displayed at the following school sites and locations: Kelly F. Blanton Education Center (Community and Probation) (LOCATION), East Kern Community School (LOCATION), Lake Isabella Community School (LOCATION), North Kern Community Center (LOCATION), and West Kern Community Center (LOCATION).

BE IT FURTHER RESOLVED that this Resolution is the official statement of the purpose of the Foundations of American Law and Government display, and that all other statements, official or otherwise, from this body or any other official of the County Board, that claim to state the purpose of the Foundation of American Law and Government display, are hereby overruled, superseded, repealed and replaced by this Resolution.

This Resolution shall become effective immediately upon adoption by the County Board.

DONE AND ADOPTED by the County Board at a duly noticed public meeting this _____ day of _____, in the Year of our Lord, two thousand twenty-five, and of the Independence of the United States of America, the two hundred and forty-ninth.

President, Kern County Board of Education

Trustee, Kern County Board of Education

Trustee, Kern County Board of Education

Trustee, Kern County Board of Education

Trustee, Kern County Board of Education

Trustee, Kern County Board of Education

Trustee, Kern County Board of Education

LIBERTY COUNSEL
Contract of Legal Representation

Liberty Counsel is a civil liberties education and legal defense organization which, to fulfill its purpose, provides legal representation to individuals, groups and other entities.

The undersigned officials in and for the Kern County Board of Education being above the age of eighteen, of sound mind and with full authority to enter into this Contract on behalf of themselves and the Kern County Board of Education, do hereby retain Liberty Counsel to provide legal representation and defense of claims brought against it regarding the adoption of the Historical Documents Display and related events and circumstances, and against any other additional opposing party or parties that may be later added in order to fully and adequately defend and represent the Kern County Board of Education in said lawsuit.

Liberty Counsel will provide legal representation outside of court, in a court of law or administrative proceeding, including any appeals that Liberty Counsel deems advisable, by employing or associating with any attorney or law firm of its choice to assist in the representation of any matter at any time in the legal proceedings. Clients agree to be truthful at all times and reveal all information necessary and relevant to its case and shall fully cooperate in all legal proceedings. Clients understand that media can impact the legal proceedings, and agree to direct all media calls to Liberty Counsel, and to not make public statements about the case without Liberty Counsel's review and approval. Client agrees that Liberty Counsel may reveal information relating to Client's case if the disclosure of information could promote the Client's case.

Clients understand that Liberty Counsel provides its representation at no cost to Clients, and may, where permissible, request the court or administrative body to award attorney's fees and costs to be paid by the opposing party or parties in order to compensate Liberty Counsel, and any attorney or law firm working with or on behalf of Liberty Counsel, for attorney time, staff time, and costs expended with respect to the representation of Clients. Clients agree to fully cooperate with Liberty Counsel with respect to any claim made by Liberty Counsel for the recovery of attorney's fees and costs against the opposing party or parties. Clients also agree and understand that any attorney's fees and costs recovered by Liberty Counsel from the opposing party or parties shall be paid directly to Liberty Counsel. If the opposing party or parties pays the amount for attorney's fees and costs directly to Clients, Clients agrees to immediately endorse the check payable to Liberty Counsel.

Clients understand and agree that Liberty Counsel will maintain a digital file of all case-related materials, and that no case-related materials in any form will be returned to Clients at the conclusion of the litigation without a separate written agreement. Liberty Counsel may destroy Clients' digital file five years after conclusion of the litigation without notifying Clients.

Dated this _____ day of _____, _____.

Kern County Board of Education

LIBERTY COUNSEL

By: Mary Little, President

Anita L. Staver, Esq., President

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) 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	10/21/25	11/13/25

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements 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

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 2026 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.

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 2024 California School Dashboard, Court School tested 75 students in English Language Arts and 73 students in mathematics. Due to the low number of valid scores (18 in both English Language Arts and mathematics), Court School does not have a performance indicator in the Dashboard. CAASPP scores indicate that in 2024, 90.41%

of students scored Standard Not Met in ELA and 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 2024-25 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 2024 Court School Dashboard indicates 6.1% of students were chronically absent. However, according to Kern Integrated Data System (KiDS), 22% 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 attended Bridges Academy, which at the time, was the program's only non-residential Court School.

Suspension Rate: On the 2024 California School Dashboard, Court School received a performance color of red for suspension rate, with 8.1% of 1,190 eligible students suspended at least one day. African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups received a performance color of red while English Learners, Long-Term English Learners, and White 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 2025 LCAP survey, over 72% of Court School students indicated the social emotional skills they have been learning in school have been helpful, with almost 16% of students disagreeing and nearly 12% 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	90.0%	91.0%
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: 58.64% Disagree: 19.55% Undecided: 21.82%	Agree: 59.64%
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: 48.60% Disagree: 33.18% Undecided: 18.22%	Agree: 49.60%
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: 72.46% Disagree: 15.94% Undecided: 11.59%	Agree: 73.46%

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 school social worker 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	\$122,435	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: 2025-26

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 2025. This document was reviewed and approved by the Court School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2025-26 SPSA will be conducted in the spring of 2026.

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 2025. This document was reviewed and approved by the Court School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2025-26 SPSA will be conducted in the spring of 2026.

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 2025. This document was reviewed and approved by the Court School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2025-26 SPSA will be conducted in the spring of 2026.

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 5th 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 (2024-25 Data)	Expected Outcome (Expected for 2025-26)
Percentage of Court School students who Meet or Exceed Standard in ELA/Literacy, as measured by the CAASPP	0%	0.5%
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	Reading: 6 months growth Math: 7 months growth
Percentage of students who take the ELPAC with Court School in 2025 and 2026 who increase their reading performance, as measured by the ELPAC	Somewhat/Moderately Developed: 60% Well Developed: 0%	Somewhat/Moderately Developed: 45% Well Developed: 10%
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: 56.68% Disagree: 19.35% Undecided: 23.96%	Agree: 57.68%
Percentage of Court School students who agree with the statement, "I learn a lot in my classes," as measured by the LCAP survey	Agree: 61.93% Disagree: 21.56% Undecided: 16.51%	Agree: 62.93%
Percentage of Court School students who agree with the statement, "My teachers make me excited about learning," as measured by the LCAP survey	Agree: 47.71% Disagree: 26.61% Undecided: 25.69%	Agree: 48.71%
Percentage of Court 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: 60.19% Disagree: 19.44% Undecided: 20.37%	Agree: 61.19%

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	\$81,646 (50%)	Title I, Part A
2	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.	All Students	\$65,000	Title I, Part D
3	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	\$173,413	CSI
4	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.	All Students	\$431,057	Title I, Part D

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5	The Intervention Teacher will provide transition services, including gathering student records and completing diagnostic assessments to inform course assignments.	All Students	\$127,262	Title I, Part D
6	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	\$129,912	CSI
7	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	\$145,000	Title I, Part A
8	A paraprofessional will support individual and small group instruction to assist students in achieving academic success and to ensure student participation.	All Students	\$82,080	Title I, Part A
9	The assessment paraprofessional will administer pre/post tests for incoming/existing students and conduct data analysis.	All Students	\$75,292	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 2025. This document was reviewed and approved by the Court School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2025-26 SPSA will be conducted in the spring of 2026.

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 2025. This document was reviewed and approved by the Court School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2025-26 SPSA will be conducted in the spring of 2026.

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 2025. This document was reviewed and approved by the Court School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2025-26 SPSA will be conducted in the spring of 2026.

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).

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$2,458,073
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,485,832

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	\$1,374,575 (\$427,026 allocated to Court School)
Title I, Part D	\$893,383
Title II	\$69,094
Title IV	\$121,021

Subtotal of additional federal funds included for this school: \$2,458,073

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.
School Plan for Student Achievement | Page 11 of 12

State or Local Programs	Allocation (\$)
Court School Budget	\$7,121,577
Equity Multiplier Funds	\$1,117,472

Subtotal of state or local funds included for this school: \$8,239,049

Total of federal, state, and/or local funds for this school: \$10,697,122

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA’s LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including

identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

Appendix A: Plan Requirements for Title I Schoolwide Programs

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the Consolidated Application (ConApp) is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in California *Education Code (EC)* sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under *Code of Federal Regulations*, Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- iii. Assess the needs of the school relative to each of the components of the schoolwide program under 34 *CFR* Section 200.28.
- iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
- v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

- v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.

- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 34 *CFR* sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement:
<https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, June 2024

School Year: 2025-26

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) 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	10/21/25	11/13/25

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements 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 September and 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 2026 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.

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 2024 California School Dashboard, Community School tested 148 students in English Language Arts and 141 students in mathematics. However, the Dashboard only recognized 64 scores in English Language Arts and 70 scores in mathematics. The Hispanic student group received a Dashboard performance color of red in English Language

Arts. The Hispanic and Socioeconomically Disadvantaged student groups received a Dashboard performance color of red in mathematics. CAASPP scores indicate that in 2024, 74.31% of students scored Standard Not Met in English Language Arts and 92.91% 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 2024-25 school year, Community School students showed an average of 4 months growth in reading and 4.5 months growth in mathematics. Community School instructional staff have been trained in Universal Design for Learning (UDL), Project Based Learning (PBL), and strategies to support English Learners. These instructional 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 72.1% of 111 eligible (students in grades K-8 who were enrolled for at least 31 instructional days) Community School students were chronically absent. No student groups received a performance color of red. Although improvement is still needed in this area, chronic absenteeism decreased by 5.5% from the 2023 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 2024 California School Dashboard, Community School received a performance color of red for suspension rate, with 14.0% of 1,107 eligible students suspended at least one day. African American, English Learner, Foster Youth, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities 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 #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 2025 LCAP survey, just over 82% of Community School students indicated the social emotional skills they have been learning in school have been helpful, with just over 4% of students disagreeing and almost 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 (2024-25 Data)	Expected Outcome (Expected for 2025-26)
School attendance data, as measured by KIDS	85.1%	86.1%
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: 82.61% Disagree: 4.71% Undecided: 12.68%	Agree: 83.61%
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: 76.74% Disagree: 4.86% Undecided: 18.40%	Agree: 77.74%
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: 48.36% Disagree: 26.91% Undecided: 24.73%	Agree: 49.36%

Metric/Indicator	Baseline/Actual Outcome (2024-25 Data)	Expected Outcome (Expected for 2025-26)
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: 82.07% Disagree: 4.35% Undecided: 13.59%	Agree: 83.07%

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	\$488,940 \$148,131	Title I, Part A CSI
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	\$162,172	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	\$127,011	CSI

Annual Review

SPSA Year Reviewed: 2025-26

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 2025. This document was reviewed and approved by the Community School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2025-26 SPSA will be conducted in the spring of 2026.

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 2025. This document was reviewed and approved by the Community School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2025-26 SPSA will be conducted in the spring of 2026.

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 2025. This document was reviewed and approved by the Community School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2025-26 SPSA will be conducted in the spring of 2026.

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 5th 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 (2024-25 Data)	Expected Outcome (Expected for 2025-26)
Percentage of Community School students who Meet or Exceed Standard in ELA/Literacy, as measured by the CAASPP	10.00%	10.50%
Percentage of Community School students who Meet or Exceed Standard in Mathematics, as measured by the CAASPP	0%	0.5%
Community School student growth on STAR Renaissance Pre-Post Test, as measured by STAR Renaissance every 60 days	Reading: 4 months growth Math: 4.5 months growth	Reading: 4 months growth Math: 4.5 months growth
Percentage of students who take the ELPAC with Community School in 2025 and 2026 who increase their Reading performance, as measured by the ELPAC	Somewhat/Moderately Developed: 40% Well Developed: 0%	Somewhat/Moderately Developed: 40% Well Developed: 10%

Metric/Indicator	Baseline/Actual Outcome (2024-25 Data)	Expected Outcome (Expected for 2025-26)
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: 57.06% Disagree: 20.04% Undecided: 22.90%	Agree: 58.06%
Percentage of Community School students who agree with the statement, "I learn a lot in my classes," as measured by the LCAP survey	Agree: 69.31% Disagree: 16.06% Undecided: 14.63%	Agree: 70.31%
Percentage of Community School students who agree with the statement, "My teachers make me excited about learning," as measured by the LCAP survey	Agree: 50.51% Disagree: 24.04% Undecided: 25.45%	Agree: 51.51%
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: 66.74% Disagree: 14.05% Undecided: 19.21%	Agree: 67.74%

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	\$163,292	Title I, Part A

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
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	\$173,413	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	\$129,912	CSI

Annual Review

SPSA Year Reviewed: 2025-26

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 2025. This document was reviewed and approved by the Community School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2025-26 SPSA will be conducted in the spring of 2026.

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 2025. This document was reviewed and approved by the Community School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2025-26 SPSA will be conducted in the spring of 2026.

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 2025. This document was reviewed and approved by the Community School Site Council and the Kern County Board of Education. An Annual Evaluation of the 2025-26 SPSA will be conducted in the spring of 2026.

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).

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$2,458,073
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,392,871

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	\$1,374,575 (\$947,549 allocated to Community School)
Title I, Part D	\$893,383
Title II	\$69,094
Title IV	\$121,021

Subtotal of additional federal funds included for this school: \$2,458,073

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	\$8,990,857
Equity Multiplier Funds	\$1,039,531

Subtotal of state or local funds included for this school: \$10,030,388

Total of federal, state, and/or local funds for this school: \$12,488,461

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including

identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

Appendix A: Plan Requirements for Title I Schoolwide Programs

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the Consolidated Application (ConApp) is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in California *Education Code (EC)* sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under *Code of Federal Regulations*, Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- iii. Assess the needs of the school relative to each of the components of the schoolwide program under 34 *CFR* Section 200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

- v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.

- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 34 *CFR* sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/aa/co/>
- ESSA Title I, Part A: School Improvement:
<https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Updated by the California Department of Education, June 2024