BOARD OF EDUCATION
REGULAR MEETING AGENDA

November 10, 2026
6:30 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 accommodation 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*	_____	_____
Dr. John G. Mendiburu, *Superintendent*	_____	_____

1.4 Adoption of the Agenda

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

1.5 Approval of the Minutes from the Regular Board Meeting held on October 13, 2026.

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

2.0 PUBLIC COMMENTS

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

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

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

3.0 INFORMATIONAL ITEMS – NO ACTION TAKEN

3.1 Presentation: Veteran's Day

3.2 Presentation: Teacher of the Year, Ned Maino – Tehachapi Unified School District

3.3 Presentation: WCPA 2026 Charter School of the Year

3.4 Presentation: CAASPP and CAST Data

3.5 2026 Annual Charter School Oversight and California School Dashboard Performance Report

3.6 Public Hearing Regarding WCPA Delano Charter Renewal

4.0 ACTION ITEMS

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

4.1 Consent Agenda

4.1.1 Approval of Graduation Diplomas.

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

4.2 General Business

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

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

5.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS

5.1 Members of the Board will report on various topics.

6.0 REPORT OF COUNTY SUPERINTENDENT

6.1 The County Superintendent will report on various topics.

7.0 AGENDA ITEMS FOR THE NEXT MEETING

7.1 Items to be considered for the next agenda.

8.0 ADJOURNMENT

8.1 Unless otherwise posted, the next regularly scheduled meeting will be held on Wednesday, December 16, 2026, at 6:30 p.m. at Bell Tower Plaza, located at 1200 Truxtun Avenue, Bakersfield, CA 93301.

8.2 Time of adjournment _____ p.m.

BOARD OF EDUCATION
REGULAR MEETING MINUTES

October 13, 2026
6:30 p.m.

1.5

Board of Education Board Room
1300 17th Street, City CENTRE – Bakersfield, CA 93301

1.0 GENERAL FUNCTIONS

TELECONFERENCE LOCATION
Kerr McGee Community Center – Ridgecrest Room
100 W California Avenue, Ridgecrest, California 93555

The teleconference location will be open and accessible to the public throughout the meeting. Members of the public may attend and provide public comment from either this location or the Bakersfield location listed above.

1.1 The meeting was called to order at 6:33 p.m.

1.2 Pledge of Allegiance

1.3 Roll Call

Board Members Present
Julie Beechinor Towse
Joe L. Marcano
Lori J. Cisneros - *Participated via Teleconference Location*
Lori Eskew
Jose E. Gonzalez, Jr.
Mary Little
James V. Robinson

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

1.4 It was moved by Trustee Beechinor Towse, seconded by Trustee Robinson to approve the agenda with the removal of closed session item 3.2.

Ayes:	Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, Trustee Marcano, and Trustee Robinson
Nayes:	None
Abstain:	None
Absent:	None

1.5 It was moved by Trustee Robinson, seconded by Trustee Eskew to approve the Minutes from the Regular Board Meeting held on September 8, 2026.

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 General Public Comments were heard from the following:

- Sal Arias

3.0 CLOSED SESSION

3.1 HEARING TO CONSIDER INTER-DISTRICT TRANSFER APPEAL
(Education Code section 46601)
Case No. Student A
Hearing will be held in closed session to prevent disclosure of confidential student record information unless timely request for open session is received on pupil's behalf.

3.2 HEARING TO CONSIDER INTER-DISTRICT TRANSFER APPEAL - REMOVED
(Education Code section 46601)
Case No. Student B
Hearing will be held in closed session to prevent disclosure of confidential student record information unless timely request for open session is received on pupil's behalf.

4.0 INFORMATION ITEMS – NO ACTION TAKEN

4.1 There were no informational items.

5.0 ACTION ITEMS

5.1 Consent Agenda

5.1.1 It was moved by Trustee Little, seconded by Robinson to approve Graduation Diplomas.

Ayes:	Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, Trustee Marcano, and Trustee Robinson
Nayes:	None
Abstain:	None
Absent:	None

5.2 General Business

5.2.1 Accept and File Williams Act Uniform Complaint Quarterly Reports.

5.2.2 Accept and File Proposition 28: Arts and Music in Schools Funding Annual Report.

5.2.3 It was moved by Trustee Eskew, seconded by Trustee Beechinor Towse to approve 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

5.2.4 It was moved by Trustee Beechinor Towse, seconded by Trustee Robinson to approve the Apportionment of Tulare County Forest Reserve Funds.

Ayes:	Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, Trustee Marcano, and Trustee Robinson
Nayes:	None
Abstain:	None
Absent:	None

5.2.5 It was moved by Trustee Eskew, seconded by Trustee Gonzalez, Jr. to approve to move the December KCBOE meeting date and location to Wednesday, December 16, 2026, at 6:30 p.m. to the Bell Tower Plaza Kern Room, located at 1200 Truxtun Avenue, Bakersfield, California 93301.

Ayes:	Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, Trustee Marcano, and Trustee Robinson
Nayes:	None
Abstain:	None
Absent:	None

5.2.6 Public Comments were heard from the following:

- Terry Maxwell
- Dusti McDavis
- Ellen Schafhauser
- Lori Braschler
- Anastasia Hopper
- Thomas Johnson
- Nicolle Young
- Allysa Jones
- Dennis McLean
- Jes Sanders
- Mary Buckles
- Johanna Morales
- Ryan Buckles
- Emily Wingle
- Nakysha Cummings

It was moved by Trustee Beechinor Towse, seconded by Trustee Marcano to deny the Countywide Charter School Petition for Education Outside the Box. Following discussion, the motion was amended to deny the petition without adopting or making findings of fact regarding the proposed findings. The amendment was accepted by Trustee Beechinor Towse and seconded by Trustee Marcano.

Ayes:	Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, and Trustee Marcano
Nayes:	Trustee Robinson
Abstain:	None
Absent:	None

5.2.7 It was moved by Trustee Little, seconded by Trustee Marcano to approve the Resolution Authorizing Fiscal Assistance to Buttonwillow Union School District and Approval of related Master Fiscal Assistance and Repayment Agreement.

Ayes:	Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, Trustee Marcano, and Trustee Robinson
Nayes:	None
Abstain:	None
Absent:	None

5.2.8 It was moved by Trustee Beechinor Towse, seconded by Trustee Marcano to approve the Resolution for 180-Day Waiting Period Exception.

Ayes:	Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, Trustee Marcano, and Trustee Robinson
Nayes:	None
Abstain:	None
Absent:	None

6.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS

6.1 Trustee Robinson reflected on his recent attendance at a fall event, praising the beautiful setting. He also commended the PURPOSE Awards banquet, describing it as one of the most inspiring events he has attended in education. He emphasized that the evening was a meaningful celebration of accomplishments and recognition of individuals whose contributions were deserving of acknowledgment. He highlighted the inspiring story of a young individual who overcame personal challenges and, through the support and encouragement of others, developed valuable skills and pursued a promising career as an electric bus mechanic with KCSOS. Trustee Robinson praised the positive impact of mentorship and the opportunities available to individuals throughout Kern County.

6.2 Trustee Eskew reported attending the Richardson Center ribbon-cutting ceremony, describing it as an impressive and memorable event. She also shared her appreciation for the opportunity to receive a private tour of Portrait of a Warrior, arranged through a representative of Turning Point, noting the emotional significance of the experience. Trustee Eskew commended the PURPOSE Awards ceremony and the inspiring individuals recognized during the event. She also provided clarification regarding a previously highlighted award recipient, noting his participation in the APEX program.

6.3 Trustee Beechinor Towse expressed her regret for being unable to attend the October 8, 2026, PURPOSE Awards ceremony due to scheduling conflicts. She also shared information regarding the upcoming Bakersfield College Rodeo, scheduled for November 14–15, and provided fellow trustees with event flyers and tickets made available through a sponsorship. She encouraged trustees to reach out if additional tickets were needed and clarified that the tickets were provided by a sponsor.

6.4 Trustee Little reported receiving concerns from constituents regarding student vaping on school buses and the handling of a separate school board-related matter. She shared that she had reviewed varying district policies regarding vaping and discussed the issue with Dr. Mendiburu, who confirmed that disciplinary measures are in place to address such incidents. She also assisted another constituent by providing guidance on the appropriate complaint process and emphasized her commitment to addressing constituent concerns and seeking guidance from Dr. Mendiburu when necessary. Trustee Little highlighted recent legislative developments, including California Senate Bill 1082, which aims to simplify the interdistrict transfer process for families, and a federal scholarship tax credit program scheduled to take effect January 1, 2027, noting that state participation would be required. She also praised the PURPOSE Awards ceremony as an uplifting celebration of the positive accomplishments taking place throughout Kern County schools. Additionally, Trustee Little reflected on her attendance at the Richardson Center ribbon-cutting ceremony and tour, expressing appreciation for the facility improvements and the welcoming environment created for students and staff. She commended the dedication of the Richardson Center team and their continued commitment to serving some of the county's most vulnerable students.

6.5 Trustee Cisneros expressed her appreciation for the Board's collaboration and thoughtful consideration of the Education Outside the Box Countywide Charter School Petition. She acknowledged the difficulty of the decision to deny the petition while emphasizing the Board's recognition of its potential value and shared desire to see the petitioners succeed. She encouraged the petitioners to address the identified concerns and consider resubmitting an improved petition for future consideration. Trustee Cisneros also reported that preliminary planning is underway for the upcoming Thanksgiving luncheon at Blanton, noting her enthusiasm for the event and the opportunity to participate in its coordination.

6.6 Trustee Marcano reported attending the PURPOSE Awards ceremony, describing the event as inspirational and uplifting. He highlighted the success story of a young individual who overcame challenges within the system and went on to establish a promising career. Trustee Marcano emphasized the importance of recognizing such accomplishments, particularly given the challenges many at-risk youth face, and expressed appreciation for the positive outcomes made possible through opportunities for personal and professional growth.

7.0 REPORT OF THE COUNTY SUPERINTENDENT

7.1 Dr. Mendiburu expressed his appreciation to the trustees for attending the PURPOSE Awards ceremony and supporting the recognition of outstanding accomplishments throughout Kern County. He confirmed that the annual Thanksgiving luncheon at Blanton is scheduled for Wednesday, November 18, 2026, with additional details to follow. Dr. Mendiburu also announced that a teacher, Ned Maino, from Tehachapi School District, had been named a California Teacher of the Year and would be recognized at an upcoming Board meeting. He noted that this marks the second consecutive year a Kern County educator has received this distinction. Dr. Mendiburu emphasized that the achievements celebrated through the PURPOSE Awards and the recognition of exceptional educators reflect the positive work being done on behalf of students throughout Kern County.

8.0 AGENDA ITEMS FOR THE NEXT MEETING

8.1 Trustee Eskew requested a Veteran's Day Presentation at the November 10, 2026, Board Meeting.

9.0 ADJOURNMENT

9.1 Unless otherwise posted, the next regularly scheduled meeting will be held on November 10, 2026, at 6:30 p.m.

9.2 The meeting was adjourned at 10:13 p.m.

_____

John G. Mendiburu, Ed.D., Ex-Officio Secretary to the Board of Education

School Year: 2026-27

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	School Site Council (SSC) Approval Date	Local Board Approval Date
Kern County Juvenile Court School	15 10157 1530302	October 27, 2026	November 10, 2026

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 develops an annual Local Control and Accountability Plan (LCAP) based on input from educational partners, including parents/guardians, staff, students, and community partner agencies. Feedback from these educational partners indicates that the RISE program should continue to prioritize students' social emotional well-being and academic achievement. As a result, LCAP and Equity Multiplier funds are strategically allocated to support these areas on students' social emotional health and academic achievement. As a result, LCAP funds are utilized in these areas.

The RISE program's LCAP priorities are reflected in the following abbreviated goals:

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 a consistent focus on these priorities, the Court School Plan for Student Achievement (SPSA) has goals that are aligned to the LCAP. Many of the metrics identified in the SPSA correspond directly to the state's priority areas, including Student Achievement,

Pupil Engagement, School Climate, and Other Student Outcomes. Collectively, the KCSOS LCAP and Court School SPSA provide a coordinated framework for supporting students' social emotional development and academic growth.

As a Schoolwide Program, Court School uses Title I funds to serve all students by providing additional resources and supports that strengthen student achievement and advance both state and local priorities.

Based on the results of the California School Dashboard, the RISE program qualifies for Comprehensive Support and Improvement (CSI) funding. These funds must be used to implement strategies and activities that directly support school improvement, including building staff capacity, collaborating with educational partners, and implementing evidence-based interventions. The program's CSI-funded activities are incorporated into the SPSA to ensure alignment with the school's continuous improvement efforts.

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 the annual LCAP survey results, educational partners from the Court School Site Council, Court School English Learner Advisory Committee, and District English Learner Advisory Committee provided input to inform the School Plan for Student Achievement (SPSA). This feedback was collected during regularly scheduled meetings held in September and October, prior to the Court School Site Council recommending the SPSA for approval by the Kern County Board of Education.

The SPSA will be reviewed annually to evaluate progress toward identified goals and strategies. The next annual review will take place in May 2027 with input from the Court School Site Council. Following the review, the annual evaluation will be submitted to the Kern County Board of Education with a recommendation for 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 reports only valid California Assessment of Student Performance and Progress (CAASPP) scores. For a score to be considered valid, a student must be continuously enrolled from Fall Census Day (the first Wednesday in October) through the date of testing without a gap in enrollment of more than 30 consecutive calendar days. Students who complete the CAASPP while enrolled in the RISE program but do not meet these enrollment requirements are excluded from Dashboard accountability calculations.

According to the 2025 California School Dashboard, Court School administered the CAASPP to 75 students in English Language Arts (ELA) and 72 students in mathematics. Due to the low number of valid scores based on the state's continuous enrollment requirements (19 in ELA and 20 in mathematics), Court School does not have a performance indicator in the Dashboard.

CAASPP scores indicate that in 2026, 87.14% of students performed at the Minimal Level in ELA, while 97.18% performed at the Minimal Level in mathematics. Given the highly mobile nature of the student population and the limited number of valid Dashboard scores, the program relies on STAR Renaissance reading and mathematics assessments to monitor student growth throughout enrollment. These assessments are administered every 60 days, providing timely data to inform instruction and intervention. During the 2025-26 school year, Court School students demonstrated an average growth of 6 months in reading and 6.5 months in mathematics.

To improve student achievement, Court School instructional staff have received training in Universal Design for Learning (UDL), Project Based Learning (PBL), and instructional strategies that support English Learners. These evidence-based practices are implemented to increase student engagement, provide equitable access to instruction, and improve academic outcomes.

Chronic Absenteeism: A student is considered chronically absent when they are absent for 10% or more of the instructional days in which they are enrolled. According to the 2025 California School Dashboard, 9.5% of the 21 eligible Court School students (students in grades K-8 who were enrolled for at least 31 instructional days) were identified as chronically absent. No student groups received a performance level of red on the Dashboard. According to Kern Integrated Data System (KiDS), 5% of all Court School students were considered chronically absent during the 2025-26 school year.

Suspension Rate: According to the 2025 California School Dashboard, Court School received a performance level of yellow for suspension rate, with 7.1% of the 1,299 eligible students suspended for at least one day. The English Learners, Long-Term English Learners, and Students with Disabilities student groups also received a performance level of red.

Reducing suspensions remains a priority for the RISE program. School site Multi-Tiered Systems of Support (MTSS) leadership teams meet regularly to review student data, identify students in need of additional academic, behavioral, and social emotional supports, and implement targeted interventions designed to improve student outcomes and reduce exclusionary discipline practices.

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 are as of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the 2026 LCAP survey, 81.3% of Court School students reported that the social emotional skills they have learned at school have been helpful. An additional 12.5% of students were undecided, while 6.2% disagreed. Providing students with social emotional learning opportunities promotes positive behaviors, strengthens academic achievement, and improves students' attitu des toward school. Research indicates that increased social emotional competence is associated with higher rates of high school graduation, greater readiness for post-secondary education, improved career success, stronger work and family relationships, better mental health outcomes, reduced involvement in criminal behavior, and increased civic engagement. By fostering these competencies, social emotional learning establishes the foundation for a positive school climate and enhances students' ability to succeed academically, socially, and emotionally.

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 (2025-26 Data)	Expected Outcome (Expected for 2026-27)
School attendance data, as measured by KiDS	98.4%	98.9%

Metric/Indicator	Baseline/Actual Outcome (2025-26 Data)	Expected Outcome (Expected for 2026-27)
Percentage of Court School students who agree with the statement, "My school provides students with a safe place to learn," as measured by the LCAP survey	Agree: 62.65% Disagree: 21.08% Undecided: 16.27%	Agree: 63.65%
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: 60.64% Disagree: 20.74% Undecided: 18.62%	Agree: 61.64%
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: 51.81% Disagree: 24.10% Undecided: 24.10%	Agree: 52.81%
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: 81.25% Disagree: 6.25% Undecided: 12.50%	Agree: 82.25%

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 collaborate and consult with school personnel to foster a school environment that is responsive to students' needs. The School Social Worker will provide counseling and direct support services to students deliver crisis intervention and conduct risk/threat assessments, and identify, develop, and implement programs and activities that address factors adversely affecting the students' personal, social emotional, behavioral, and academic development.	All Students	$152,701	Title I, Part D

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2	The Outreach and Engagement Facilitator will support the implementation of the California Community Schools Partnership Program by coordinating integrated student supports, strengthening family and community engagement, and building the capacity of staff to effectively implement community school strategies.	All Students	$132,810	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.

An annual evaluation of the Single Plan for Student Achievement (SPSA) was completed in spring 2026. The evaluation was reviewed and approved by both the Court School Site Council and the Kern County Board of Education. The annual evaluation of the 2026-27 SPSA will be conducted in spring 2027 and presented to the Court School Site Council and the Kern County Board of Education for review and approval.

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

An annual evaluation of the Single Plan for Student Achievement (SPSA) was completed in spring 2026. The evaluation was reviewed and approved by both the Court School Site Council and the Kern County Board of Education. The annual evaluation of the 2026-27 SPSA will be conducted in spring 2027 and presented to the Court School Site Council and the Kern County Board of Education for review and approval.

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.

An annual evaluation of the Single Plan for Student Achievement (SPSA) was completed in spring 2026. The evaluation was reviewed and approved by both the Court School Site Council and the Kern County Board of Education. The annual evaluation of the 2026-27 SPSA will be conducted in spring 2027 and presented to the Court School Site Council and the Kern County Board of Education for review and approval.

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 entering the RISE program is deficient by 47 credits and reads at a fifth-grade level. Because many students enter the program with literacy and mathematics skills below their current grade levels, the program prioritizes high-quality instruction in literacy and numeracy to improve students' understanding, comprehension, and overall academic skill levels. Strengthening these foundational skills will better prepare students for successful transitions to post-secondary education, career opportunities, and lifelong learning.

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 (2025-26 Data)	Expected Outcome (Expected for 2026-27)
Percentage of Court School students who are Proficient or Advanced in ELA/Literacy, as measured by the CAASPP	2.74%	3.24%
Percentage of Court School students who are Proficient or Advanced 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: 6.5 months growth	Reading: 6 months growth Math: 6 months growth
Percentage of students who take the ELPAC with Court School in 2026 and 2027 who increase their reading performance, as measured by the ELPAC	Somewhat/Moderately Developed: 21% Well Developed: 7%	Somewhat/Moderately Developed: 30% 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: 56.57% Disagree: 24.57% Undecided: 18.86%	Agree: 57.57%
Percentage of Court School students who agree with the statement, "I learn a lot in my classes," as measured by the LCAP survey	Agree: 54.29% Disagree: 27.43% Undecided: 18.29%	Agree: 55.29%
Percentage of Court School students who agree with the statement, "My teachers make me excited about learning," as measured by the LCAP survey	Agree: 44.57% Disagree: 32.57% Undecided: 22.86%	Agree: 45.57%
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: 55.03% Disagree: 24.26% Undecided: 20.71%	Agree: 56.03%

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 by assisting in the identification, implementation, and evaluation of technology resources that meet program needs. The Teacher-Technology Specialist will provide individual and small group support to increase staff capacity in effectively utilizing technology as an instructional tool, model Common Core-aligned lessons that integrate technology into daily instruction, and collaborate with instructional staff and site-level administrators to monitor implementation and assess the effectiveness of technology-based instructional practices.	All Students	$176,034	Title I, Part A
2	The CTE Construction Teacher, CTE Welding Instructor, CTE Agriculture/Forestry Teacher, and transportation industry experts will provide weekend CTE Bootcamps at Erwin Owen High School and Redwood High School. These bootcamps will serve as enrichment opportunities, expanding students' access to hands-on, career-focused learning and enhancing the program's existing CTE offerings.	All Students	$65,000	Title I, Part D
3	The CTE Program Specialist will utilize evidence-based practices to develop high-interest curriculum materials, design innovative and engaging programs, provide guidance and support for program implementation, and identify and secure grant funding to sustain and expand career technical education opportunities.	All Students	$184,711	CSI
4	The Career Exploration teacher and paraprofessional will provide students with opportunities to explore the culinary arts through instruction in cooking techniques, food safety, nutrition, and kitchen management. This hands-on learning experience will help students develop foundational career and technical skills while increasing awareness of post-secondary education and career opportunities in the culinary industry.	All Students	$181,541	Title I, Part A

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5	Teachers will provide targeted intervention, enrichment, and transition services to support college and career readiness. Courses will be assigned based on each student's individual needs, as determined through a review of transcripts and academic progress. Teachers will utilize a variety of resources to expose students to diverse career pathways, provide instruction on the skills necessary to obtain and sustain employment, and develop engaging, research-based lessons that inspire career exploration and informed career decision-making. Additionally, teachers will use multiple assessment tools to monitor student progress, inform instruction, and support continuous academic and career development.	All Students	$555,780	Title I, Part D
6	The Intervention Teacher will provide transition services by gathering and reviewing student records, administering diagnostic assessments, and using assessment results to inform appropriate course placement and individualized instructional planning.	All Students	$136,476	Title I, Part D
7	The Program Coordinator will build staff capacity by providing professional development, supporting the implementation of effective instructional practices, and analyzing data to inform and strengthen teaching and learning.	All Students	$193,540	CSI
8	A teacher and paraprofessional will provide educational services to students residing at the Miriam Jamison Children's Center, a 24-hour emergency shelter that serves children who have experienced abuse, neglect, or abandonment. Instruction will ensure continuity of learning while supporting students' unique academic and social emotional needs.	All Students	$175,693	Title I, Part A
9	A paraprofessional will provide instructional support to individual students and small groups, reinforcing classroom instruction, promoting active student engagement, and helping students achieve academic success.	All Students	$86,458	Title I, Part D

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
10	The assessment paraprofessional will administer pre- and post-assessments for incoming and continuing students, analyze assessment data, and provide timely reports to support data-driven instructional planning and monitor student growth.	All Students	$79,514	Title I, Part D

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.

An annual evaluation of the Single Plan for Student Achievement (SPSA) was completed in spring 2026. The evaluation was reviewed and approved by both the Court School Site Council and the Kern County Board of Education. The annual evaluation of the 2026-27 SPSA will be conducted in spring 2027 and presented to the Court School Site Council and the Kern County Board of Education for review and approval.

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

An annual evaluation of the Single Plan for Student Achievement (SPSA) was completed in spring 2026. The evaluation was reviewed and approved by both the Court School Site Council and the Kern County Board of Education. The annual evaluation of the 2026-27 SPSA will be conducted in spring 2027 and presented to the Court School Site Council and the Kern County Board of Education for review and approval.

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.

An annual evaluation of the Single Plan for Student Achievement (SPSA) was completed in spring 2026. The evaluation was reviewed and approved by both the Court School Site Council and the Kern County Board of Education. The annual evaluation of the 2026-27 SPSA will be conducted in spring 2027 and presented to the Court School Site Council and the Kern County Board of Education for review and approval.

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	$3,222,303
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,120,258

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	$1,605,300 ($491,363 allocated to Court School)

Federal Programs	Allocation ($)
Title I, Part D	$1,434,323
Title II	$63,039
Title IV	$119,641

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 ($)
Court School Budget	$6,929,604

Subtotal of state or local funds included for this school: $6,929,604

Total of federal, state, and/or local funds for this school: $9,037,970

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:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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: 2026-27

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	School Site Council (SSC) Approval Date	Local Board Approval Date
Kern County Community School	15 10157 1530310	October 19, 2026	November 10, 2026

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 develops an annual Local Control and Accountability Plan (LCAP) based on input from educational partners, including parents/guardians, staff, students, and community partner agencies. Feedback from these educational partners indicates that the RISE program should continue to prioritize students' social emotional well-being and academic achievement. As a result, LCAP funds are strategically allocated to support students' social emotional health and academic achievement.

The RISE program's LCAP priorities are reflected in the following abbreviated goals:

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 a consistent focus on these priorities, the Community School Plan for Student Achievement (SPSA) has goals that are aligned to the LCAP. Many of the metrics identified in the SPSA correspond directly to the state's priority areas, including Student

Achievement, Pupil Engagement, School Climate, and Other Student Outcomes. Collectively, the KCSOS LCAP and Community School SPSA provide a coordinated framework for supporting students' social emotional development and academic growth.

As a Schoolwide Program, Community School uses Title I funds to serve all students by providing additional resources and supports that strengthen student achievement and advance both state and local priorities.

Based on the results of the California School Dashboard, the RISE program qualifies for Comprehensive Support and Improvement (CSI) funding. These funds must be used to implement strategies and activities that directly support school improvement, including building staff capacity, collaborating with educational partners, and implementing evidence-based interventions. The program's CSI-funded activities are incorporated into the SPSA to ensure alignment with the school's continuous improvement efforts.

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 the annual LCAP survey results, educational partners from the Community School Site Council, Community School English Learner Advisory Committee, and District English Learner Advisory Committee provided input to inform the School Plan for Student Achievement (SPSA). This feedback was collected during regularly scheduled meetings held in September and October, prior to the Community School Site Council recommending the SPSA for approval by the Kern County Board of Education.

The SPSA will be reviewed annually to evaluate progress toward identified goals and strategies. The next annual review will take place in May 2027 with input from the Community School Site Council. Following the review, the annual evaluation will be submitted to the Kern County Board of Education with a recommendation for 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 reports only valid California Assessment of Student Performance and Progress (CAASPP) scores. For a score to be considered valid, a student must be continuously enrolled from Fall Census Day (the first Wednesday in October) through the date of testing without a gap in enrollment of more than 30 consecutive calendar days. Students who complete the CAASPP while enrolled in the RISE program but do not meet these enrollment requirements are excluded from Dashboard accountability calculations.

According to the 2025 California School Dashboard, Community School administered the CAASPP to 181 students in English Language Arts (ELA) and 168 students in mathematics. However, the Dashboard recognized only 64 valid scores in ELA and 73 valid scores in mathematics due to the state's continuous enrollment requirements. No student groups received a performance level of red in either ELA or mathematics.

CAASPP scores indicate that in 2026, 71.89% of students performed at the Minimal Level in ELA, while 93.44% performed at the Minimal Level in mathematics. Given the highly mobile nature of the student population and the limited number of valid Dashboard scores, the program relies on STAR Renaissance reading and mathematics assessments to monitor student growth throughout enrollment. These assessments are administered every 60 days, providing timely data to inform instruction and intervention. During the 2025-26 school year, Community School students demonstrated an average of four months of growth in both reading and mathematics.

To improve student achievement, Community School instructional staff have received training in Universal Design for Learning (UDL), Project Based Learning (PBL), and instructional strategies that support English Learners. These evidence-based practices are implemented to increase student engagement, provide equitable access to instruction, and improve academic outcomes.

Chronic Absenteeism: A student is considered chronically absent when they are absent for 10% or more of the instructional days in which they are enrolled. According to the 2025 California School Dashboard, 68.3% of the 120 eligible Community School students (students in grades K-8 who were enrolled for at least 31 instructional days) were identified as chronically absent. The Hispanic student group received a performance level of red on the Dashboard. According to Kern Integrated Data System (KiDS), 32% of all Community School students were considered chronically absent during the 2025-26 school year. While chronic absenteeism remains an area of concern and is the focus of the program's Differentiated Assistance work, progress has been demonstrated, with the chronic absenteeism rate decreasing by 9.4% since the 2023 California School Dashboard.

To increase access for students throughout Kern County, the RISE program has strategically established Community School sites in multiple geographic locations. Despite these efforts, feedback from parents/guardians and referring school districts continu es to identify transportation as a significant barrier to consistent school attendance. The program will continue collaborating with families and educational partners to identify strategies and resources that reduce transportation barriers and improve student attendance.

Suspension Rate: According to the 2025 California School Dashboard, Community School received a performance level of red for suspension rate, with 15.2% of the 975 eligible students suspended for at least one day. The African American, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and White student groups also received a performance level of red.

Reducing suspensions remains a priority for the RISE program. School Site Multi-Tiered Systems of Support (MTSS) leadership teams meet regularly to review student data, identify students in need of additional academic, behavioral, and social emotional supports, and implement targeted interventions designed to improve student outcomes and reduce exclusionary discipline practices.

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 2026 LCAP survey, 79.7% of Community School students reported that the social emotional skills they have learned at school have been helpful. An additional 14.0% of students were undecided, while 6.3% disagreed. Providing students with social emotional learning opportunities promotes positive behaviors, strengthens academic achievement, and improves students' attitudes toward school. Research indicates that increased social emotional competence is associated with higher rates of high school graduation, greater readiness for post-secondary education, improved career success, stronger work and family relationships, better mental health outcomes, reduced involvement in criminal behavior, and increased civic engagement. By fostering these competencies, social emotional learning establishes the foundation for a positive school climate and enhances students' ability to succeed academically, socially, and emotionally.

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 (2025-26 Data)	Expected Outcome (Expected for 2026-27)
School attendance data, as measured by KiDS	84.4%	85.4%
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: 77.11% Disagree: 8.46% Undecided: 14.43%	Agree: 78.11%
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: 67.63% Disagree: 9.66% Undecided: 22.71%	Agree: 68.63%
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: 49.00% Disagree: 29.50% Undecided: 21.50%	Agree: 50.00%
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: 79.72% Disagree: 6.29% Undecided: 13.99%	Agree: 80.72%

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 collaborate and consult with school personnel to foster a school environment that is responsive to students' needs. They will provide counseling and direct support services to students, deliver crisis intervention and conduct risk/threat assessments, and identify, develop, and implement programs and activities that address factors adversely affecting students' personal, social emotional, behavioral, and academic development.	All Students	$520,012 $170,947	Title I, Part A CSI
2	The Outreach and Engagement Facilitator will support the implementation of the California Community Schools Partnership Program by coordinating integrated student supports, strengthening family and community engagement, and building the capacity of staff to effectively implement community school strategies.	All Students	$132,810	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.

An annual evaluation of the Single Plan for Student Achievement (SPSA) was completed in spring 2026. The evaluation was reviewed and approved by both the Community School Site Council and the Kern County Board of Education. The annual evaluation of the

2026-27 SPSA will be conducted in spring 2027 and presented to the Community School Site Council and the Kern County Board of Education for review and approval.

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

An annual evaluation of the Single Plan for Student Achievement (SPSA) was completed in spring 2026. The evaluation was reviewed and approved by both the Community School Site Council and the Kern County Board of Education. The annual evaluation of the 2026-27 SPSA will be conducted in spring 2027 and presented to the Community School Site Council and the Kern County Board of Education for review and approval.

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.

An annual evaluation of the Single Plan for Student Achievement (SPSA) was completed in spring 2026. The evaluation was reviewed and approved by both the Community School Site Council and the Kern County Board of Education. The annual evaluation of the 2026-27 SPSA will be conducted in spring 2027 and presented to the Community School Site Council and the Kern County Board of Education for review and approval.

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 entering the RISE program is deficient by 47 credits and reads at a fifth-grade level. Because many students enter the program with literacy and mathematics skills below their current grade levels, the program prioritizes high-quality instruction in literacy and numeracy to improve students' understanding, comprehension, and overall academic skill levels.

Strengthening these foundational skills will better prepare students for successful transitions to post-secondary education, career opportunities, and lifelong learning.

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 (2025-26 Data)	Expected Outcome (Expected for 2026-27)
Percentage of Community School students who are Proficient or Advanced in ELA/Literacy, as measured by the CAASPP	10.27%	10.77%
Percentage of Community School students who are Proficient or Advanced in Mathematics, as measured by the CAASPP	1.09%	1.59%
Community School student growth on STAR Renaissance Pre-Post Test, as measured by STAR Renaissance every 60 days	Reading: 4 months growth Math: 4 months growth	Reading: 4 months growth Math: 4 months growth
Percentage of students who take the ELPAC with Community School in 2026 and 2027 who increase their Reading performance, as measured by the ELPAC	Somewhat/Moderately Developed: 20% Well Developed: 0%	Somewhat/Moderately Developed: 30% Well Developed: 10%
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: 49.51% Disagree: 23.53% Undecided: 26.06%	Agree: 50.51%
Percentage of Community School students who agree with the statement, "I learn a lot in my classes," as measured by the LCAP survey	Agree: 70.59% Disagree: 13.24% Undecided: 16.18%	Agree: 71.59%
Percentage of Community School students who agree with the statement, "My teachers make me excited about learning," as measured by the LCAP survey	Agree: 53.66% Disagree: 27.32% Undecided: 19.02%	Agree: 54.66%
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: 70.15% Disagree: 10.45% Undecided: 19.40%	Agree: 71.15%

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 by assisting in the identification, implementation, and evaluation of technology resources that meet program needs. The Teacher-Technology Specialist will provide individual and small group support to increase staff capacity in effectively utilizing technology as an instructional tool, model Common Core-aligned lessons that integrate technology into daily instruction, and collaborate with instructional staff and site-level administrators to monitor implementation and assess the effectiveness of technology-based instructional practices.	All Students	$176,034	Title I, Part A
2	The CTE Program Specialist will utilize evidence-based practices to develop high-interest curriculum materials, design innovative and engaging programs, provide guidance and support for program implementation, and identify and secure grant funding to sustain and expand career technical education opportunities.	All Students	$184,711	CSI
3	The Career Exploration teacher and paraprofessional will provide students with opportunities to explore the culinary arts through instruction in cooking techniques, food safety, nutrition, and kitchen management. This hands-on learning experience will help students develop foundational career and technical skills while increasing awareness of post-secondary education and career opportunities in the culinary industry.	All Students	$181,541	Title I, Part A
4	The Program Coordinator will build staff capacity by providing professional development, supporting the implementation of effective instructional practices, and analyzing data to inform and strengthen teaching and learning.	All Students	$193,540	CSI

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5	The program will contract with Y2L (Youth 2 Leaders) to provide comprehensive support services designed to promote students' academic success, increase access to resources, and support student achievement.	All Students	$80,000	Title I, Part A

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.

An annual evaluation of the Single Plan for Student Achievement (SPSA) was completed in spring 2026. The evaluation was reviewed and approved by both the Community School Site Council and the Kern County Board of Education. The annual evaluation of the 2026-27 SPSA will be conducted in spring 2027 and presented to the Community School Site Council and the Kern County Board of Education for review and approval.

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

An annual evaluation of the Single Plan for Student Achievement (SPSA) was completed in spring 2026. The evaluation was reviewed and approved by both the Community School Site Council and the Kern County Board of Education. The annual evaluation of the 2026-27 SPSA will be conducted in spring 2027 and presented to the Community School Site Council and the Kern County Board of Education for review and approval.

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.

An annual evaluation of the Single Plan for Student Achievement (SPSA) was completed in spring 2026. The evaluation was revi ewed and approved by both the Community School Site Council and the Kern County Board of Education. The annual evaluation of the 2026-27 SPSA will be conducted in spring 2027 and presented to the Community School Site Council and the Kern County Board of Education for review and approval.

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	$3,222,303
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,639,595

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	$1,605,300 ($856,089 allocated to Community School)
Title II	$63,039
Title IV	$119,641

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	$5,880,723

Subtotal of state or local funds included for this school: $5,880,723

Total of federal, state, and/or local funds for this school: $6,919,492

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:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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