



**BOARD OF EDUCATION
REGULAR MEETING AGENDA**

November 14, 2023
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, 1300 17th Street, Seventh Floor, Bakersfield, CA 93301.

An individual who requires disability related accommodations or modifications, including auxiliary aids and service, in order to participate in the board meeting should contact the superintendent's office at (661) 636-4624 (Government Code 54954.2).

This meeting is being held in an in-person format. Members of the public wishing to provide comment 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 to the Flag

1.3 Roll Call	Present	Absent
Julie Beechinor, <i>Area 1</i>	_____	_____
Joe Marcano, <i>Area 2</i>	_____	_____
Mary M. Little, <i>Area 3</i>	_____	_____
Jose Gonzalez, <i>Area 4</i>	_____	_____
Paula Bray, <i>Area 5</i>	_____	_____
Daniel R. Giordano, <i>Area 6</i>	_____	_____
Lori Cisneros, <i>Area 7</i>	_____	_____
 Dr. John G. Mendiburu, <i>Superintendent</i>	 _____	 _____

1.4 Agenda Issues

1.5 Approval of the Minutes from October 10, 2023

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

2.0 Public Comments

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

To move the meeting business along efficiently, individual speakers are allotted up to three minutes each, and the total time for comment on each agenda or other topic within the Board's jurisdiction will be limited to 20 minutes. In exceptional circumstances, the Board President may, with Board consent, reduce or increase the amount of time allowed or 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 adjustment 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 fill out a form before the board meeting begins, providing a name and the agenda item or other topic within 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 Alternative Education Program Presentation

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 Graduation Diplomas

4.1.2 Supervisor of Attendance and SARB Certification Training

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

4.2 General Business

4.2.1 Approval of 2023-24 School Plans for Student Achievement (SPSAs) for Court and Community Schools

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

4.2.2 Set Date for Annual Organizational Meeting for December 12, 2023

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

5.0 Report of County Board of Trustee Members

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

6.0 Report of County Superintendent

6.1 The County Superintendent will report out on various topics.

7.0 Agenda Items for the Next Meeting

7.1 Items to be considered for the next agenda

8.0 Adjournment

8.1 Unless otherwise posted, the next regularly scheduled meeting will be held on December 12, 2023 at 6:30p.m.

8.2 Time of adjournment: _____p.m.



BOARD OF EDUCATION REGULAR MEETING MINUTES

October 10, 2023
6:30 P.M.

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

1.0 General Functions

1.1 Call to order time 6:30 p.m.

1.2 Pledge of Allegiance to the Flag

1.3 Roll Call

Board Members Present: Julie A. Beechinor, Paula E. Bray, Lori J. Cisneros, Daniel R. Giordano, Jose Gonzalez, Jr., Mary M. Little, and Joseph L. Marcano

Also Present: Dr. John G. Mendiburu, Superintendent, Mr. Christian Shannon, Deputy Superintendent, Ms. Lisa Gilbert, Deputy Superintendent, Ms. Desiree Von Flue, Assistant Superintendent, Mr. Jonathan Medina, Assistant Superintendent, Mr. Steve Sanders, Chief of Staff, Mr. Mark Pafford, Attorney, Schools Legal Service.

1.4 Agenda Issues

Dr. Mendiburu said that public comments will be moved ahead of the closed session on the agenda.

1.5 Approval of the Minutes from September 12, 2023

Motion by Ms. Cisneros, seconded by Mr. Marcano, to approve the minutes of September 12, 2023 with the correction made. Vote as follows:

Ms. Beechinor	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Bray	yes	Mr. Gonzalez	yes	Ms. Marcano	yes
Ms. Cisneros	yes				

3.0 Public Comments

Speakers commented that family beliefs and values should not be dictated in public education, in support of the Board honoring a commitment to the CAAT charter petition, and one speaker shared a story of helping a Richardson center student overcome her fear of riding the school bus.

Two speakers commented in opposition to a board member being appointed to the Board rather than elected and commenting on the inadequacy of the maps available on the KCSOS website for the Area 1.

2.0 Closed Session

2.1 Conference with Legal Counsel-Anticipated Litigation

Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Government Code Section 54956.9: 1 potential case. A copy of the July 25, 2023, written communication threatening litigation is available for public inspection at the office of the Kern County Superintendent of Schools, 1300 17th Street, Bakersfield, CA 93301, Attn: Gaye Edwards, 661-636-4624

Closed session concluded at 7:13 p.m.

4.0 Informational Items – No Action Taken

4.1 Grow Academy Annual Oversight Report

Dr. Lisa Gilbert summarized the annual oversight report Grow Academy in Arvin. Dr. Ric Esquivel, Chief of Schools and Dr. Elysa Vargas, Chief Academic Officer, both from Grow Public Schools, gave a report on meetings with stakeholders and the focus of the academy on its core model, refresh to the TK-6 schedule and expanded co-teaching model subjects, and revised lab structures. The oversight report is Exhibit 22-23-15.

4.2 Wonderful College Prep Academy-Delano Oversight Report

4.3 Wonderful College Prep Academy-Lost Hills Oversight Report

Dr. Gilbert summarized the oversight reports for both the Delano and Lost Hill academies stating that both the Delano and Lost Hill sites are phenomenal and the academies have a 99.3% graduation rate and 78.5% of their graduates meet UC/CSU requirements. Ms. Lupe Sanchez, Director of Operations and Ms. Megan Palomo, Administrator, both from Wonderful, said the academies are working with KCSOS SELPA and Migrant Education to add support to their migrant education students. Wonderful has received a six-year WASC accreditation. The oversight reports are Exhibit 22-23-16 and Exhibit 22-23-17.

4.4 REALMS Charter School Oversight Report

Dr. Gilbert summarized the written report stating the 2022-23 review was much improved for the academy. The facility has improved as well. REALMS Board President, Ms. Elsa Hennings and Chief Academic Office, Mr. Don Beene, reviewed the efforts that the academy has taken towards resolving oversight issues and the focus of additional professional development and working with a county office TK coach. The oversight report is Exhibit 22-23-18.

4.5 Camp KEEP Presentation

Ms. Von Flue reported that there is a KEEP Ocean in Los Osos, and a KEEP by the Sea in San Luis Obispo. Camp KEEP will host 8,700 students for the 23-24 school year. There are currently 24 staff members. KEEP is a five-day experience for students and she reviewed the daily and weekly schedule for the students. This is KEEP's 52nd year in operation. Ms. Little asked if there will be a board member serving on the KEEP Foundation Board and Dr. Mendiburu said he will check on this.

5.0 Action Items

5.1 Consent Agenda

Motion by Ms. Cisneros, seconded by Ms. Bray, to approve the list of graduation diplomas (Exhibit 23-24-19). Vote as follows:

Ms. Beechinor	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Bray	yes	Mr. Gonzalez	yes	Ms. Marcano	yes
Ms. Cisneros	yes				

5.2 General Business

5.2.1 Adoption of Gann Limitation Resolution

Mr. Jonathan Medina reported that this is an annual resolution (Exhibit 23-24-20) required by the State of California to determine the appropriations limit. Motion by Ms. Little, seconded by Mr. Marcano, to adopt the resolution. A roll call vote was taken:

Ms. Beechinor	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Bray	yes	Mr. Gonzalez	yes	Ms. Marcano	yes
Ms. Cisneros	yes				

5.2.2 Accept and File Williams Act Uniform Complaint Quarterly Reports

The reports for the time period July 1-September 30, 2023 for Alternative Education and Special Education are Exhibit 23-24-21. Motion by Ms. Cisneros, seconded by Ms. Beechinor to accept and file the reports. Vote as follows:

Ms. Beechinor	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Bray	yes	Mr. Gonzalez	yes	Ms. Marcano	yes
Ms. Cisneros	yes				

5.2.3 Discussion and Possible Action Regarding Process for Filling Board Vacancies

Ms. Little asked the Board to reconsider the process used to fill a board vacancy and to implement a policy to make it a fair and equitable process to determine appointing a board member. Ms. Cisneros agreed with Ms. Little. Board members held discussion regarding adopting a policy. Mr. Marcano made a motion, seconded by Mr. Gonzalez, to table the discussion until the Board has a vacancy. A roll call vote was taken:

Ms. Beechinor	yes	Mr. Giordano	yes	Ms. Little	no
Ms. Bray	yes	Mr. Gonzalez	yes	Ms. Marcano	yes
Ms. Cisneros	no				

6.0 Report of County Board of Trustee Members

Mr. Gonzalez reported there is an intent to circulate a recall petition for four of five board members in Lamont. He will get some more information about this.

Ms. Cisneros asked if the time to collect signatures for a special election for Area 1 can be extended and the answer was no because it is limited to 30 days. Ms. Cisneros provided an update on a lawsuit with regards to student privacy policies that prevent parents from being notified if a student identifies as transgender unless the student gives written consent and advocates for parental rights to be notified when a student identifies as transgender and read a

federal court judge's opinion in blocking Escondido Union School District's transgender student privacy policy. Ms. Cisneros has written Dr. Mendiburu a letter asking for a list of books that are used with students under the care of KCSOS operated classroom. Ms. Cisneros gave a kudos to Mr. Sanders for the maps that are on the web page for the Kern County Board of Education.

Ms. Bray reported on research that says only one third of children that identify as LBGQ feel more safe at home then at school and gave more statistics for students identifying as LBGQ.

Ms. Little inquired about board approval required for the substitute teaching and Dr. Mendiburu said that the list is completed and approved by Human Resources now. Ms. Little reported that in speaking to some of the Valley Oaks teachers, they have expressed unhappiness about the change in location of the school site and concerns that some of the parents will be leaving. Ms. Little read a paper regarding civic responsibility and parental notification rights. Ms. Little does not want to sit by and do nothing and wants to be active in supporting parental rights.

Mr. Marcano responded to a comment regarding a legal ruling for parental rights policy.

7.0 Report of County Superintendent

Dr. Mendiburu reported that the KCSBA fall trustee dinner is October 23, 2023, and there is a CSBA workshop prior to the dinner at the DoubleTree. Ms. Von Flue will provide an update on the Alternative Education Program at the November meeting.

8.0 Agenda Items for the Next Meeting

A Camp KEEP update was requested for the October board meeting.

9.0 Adjournment

- 9.1 Unless otherwise posted, the next regularly scheduled meeting will be held on **November 14, 2023 at 6:30p.m.**
- 9.2 Time of adjournment: 9:10 p.m.



BOARD OF EDUCATION REVISED REGULAR MEETING MINUTES

September 12, 2023
6:30 P.M.

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

1.0 General Functions

1.1 Call to order time 6:30 p.m.

1.2 Pledge of Allegiance to the Flag

1.3 Roll Call

Board Members Present: Julie A. Beechinor, Paula E. Bray, Lori J. Cisneros, Daniel R. Giordano, Jose Gonzalez, Jr., Mary M. Little, and Joseph L. Marcano

Also Present: Dr. John G. Mendiburu, Superintendent, Mr. Christian Shannon, Assistant Superintendent, Mr. Steve Sanders, Chief of Staff, Mr. Frank Fekete, Mr. Grant Herndon, General Counsel, Schools Legal Service, Ms. Melissa Allen, Lead Attorney, Schools Legal Service.

Dr. Mendiburu read Mr. Ronald Froehlich's resignation letter and reviewed the process for accepting applications of interest for consideration to fill the Area 1 seat on the Board and there were three applications. One of the applicants is a teacher working in a K-12 school and that makes him ineligible to serve as a board member.

1.4 Agenda Issues

None.

1.5 Approval of the Minutes from August 8, 2023

Motion by Mr. Marcano, seconded by Ms. Bray, to approve the minutes of August 8, 2023.
Vote as follows:

Ms. Bray	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Cisneros	yes	Mr. Gonzalez	yes	Ms. Marcano	yes

2.0 Public Comments

Mr. David James gave a brief update on CAAT Charter School development.

Members of the public voiced objections for the process used for selecting a board member to fill the Area 1 seat vacated by Mr. Ronald Froehlich. One speaker voiced support for Ms. Julie Beechinor to fill the vacant seat.

3.0 Provisional Appointment to Fill Vacancy on Board of Education

3.1 Provisional Appointment

Dr. Mendiburu stated that information regarding two applicants as reviewed by board members prior to the board meeting. Dr. Mendiburu read the biographies for Ms. Tara Carter and Ms. Julie Beechinor. Dr. Mendiburu explained that the appointment shall serve the remainder of Mr. Froehlich’s term of office. Mr. Fekete explained that the Board itself can call a special election within 60 days of when Mr. Froehlich’s resignation was received by the office, and the seat would be vacant until an election in March. The Board would be responsible for the cost of the election because it would not be consolidated with a regular election. Board member discussion was held. Motion by Mr. Marciano, seconded by Ms. Bray, to appoint Ms. Julie Beechinor to fill the board vacancy for Area 1. A roll call vote was taken:

Ms. Bray	yes	Mr. Giordano	yes	Ms. Little	no
Ms. Cisneros	no	Mr. Gonzalez	yes	Ms. Marciano	yes

3.2 Oath of Office

Dr. Mendiburu gave the Oath of Office to Ms. Beechinor.

4.0 Closed Session

4.1 Conference with Legal Counsel-Existing Litigation

(Subdivision (a) of Government Code section 54956.9) Kern County Court Case number BCV-23-100890.

4.2 Conference with Legal Counsel-Anticipated Litigation

Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Government Code Section 54956.9: 1 potential case. A copy of the July 25, 2023, written communication threatening litigation is available for public inspection at the office of the Kern County Superintendent of Schools, 1300 17th Street, Bakersfield, CA 93301, Attn: Gaye Edwards, 661-636-4624

Closed session concluded at 7:59 p.m.

5.0 Informational Items – No Action Taken

5.1 No Informational items.

6.0 Action Items

6.1 Consent Agenda

Motion by Ms. Little, seconded by Ms. Beechinor, to approve the list of graduation diplomas (Exhibit 23-24-11) and the District English Learner Advisory Committee (DELAC) Meeting Minutes (Exhibit 23-24-12).

Ms. Beechinor	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Bray	yes	Mr. Gonzalez	yes	Ms. Marciano	yes
Ms. Cisneros	yes				

6.2 General Business

6.2.1 Approval of Annual Submittal of the Consolidated Application

The annual document is Exhibit 23-24-13. Motion by Ms. Bray, seconded by Mr. Marcano, to approve the Consolidated Application. Vote as follows:

Ms. Beechinor	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Bray	yes	Mr. Gonzalez	yes	Ms. Marcano	yes
Ms. Cisneros	yes				

6.2.2 Approval of Apportionment of Tulare Forest Reserve Funds

A schedule of apportionment from the Tulare County Office of Education for forest reserve funds is Exhibit 23-23-14. Motion by Ms. Bray, seconded by Mr. Gonzalez, to approve the apportionment schedule for the funds. Vote as follows:

Ms. Beechinor	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Bray	yes	Mr. Gonzalez	yes	Ms. Marcano	yes
Ms. Cisneros	yes				

6.2.3 Discussion and Possible Action Regarding Parent Notifications

Members of the public were given the opportunity to speak and voiced opinions both in favor and against a parental notification policy. Board discussion was held regarding adopting a board policy for supporting parent notification when a student identifies as transgender. Mr. Marcano made a motion to table this until we find out more information about litigation that is pending between Chino Valley Unified School District and the Attorney General's office, and also in addition to that, if any other new legislation comes up that is on point for this whether it be a senate bill, an assembly bill or a proposition. Ms. Beechinor gave a second to the motion. A roll call vote was taken:

Ms. Beechinor	yes	Mr. Giordano	yes	Ms. Little	no
Ms. Bray	yes	Mr. Gonzalez	yes	Ms. Marcano	yes
Ms. Cisneros	no				

7.0 Report of County Board of Trustee Members

Ms. Little said she appreciated the discussion and the Board giving the time for everyone to have the opportunity to speak. It is our God given right to have information about our students. We are a legislative body, and it is in our jurisdiction to speak for what is unfair and unjust. We are also responsible for following the laws and following the constitutional laws. Ms. Little said that SB494 regarding Board's responsibility for terminating a superintendent and a bill introduced for the removal of a school trustee that are not in agreement of school policies are bills to keep an eye on. Ms. Little inquired about which board member is serving on the Camp KEEP Board and asked if an update could be provided as she would like this Board to continue that.

Ms. Beechinor reported that she is honored to serve on the Board and will do her very best to look at both sides of issues. She stated that she wants to serve education as a role model and looks forward to her service on the Board.

Ms. Cisneros said that we owe it to the 455 students to push forward with the parental notification policy.

Ms. Bray reported that September 9, 2023 is California Admission Day.

8.0 Report of County Superintendent

Dr. Mendiburu reported that September is School Attendance Awareness Month and College Night was held in partnership with Cal State Bakersfield and Kern High School District and over 7,000 students attended. College and Career Pathways for Alternative Education is hitting the ground running, and we will have an update for you.

9.0 Agenda Items for the Next Meeting

A Camp KEEP update was requested for the October board meeting.

10.0 Adjournment

- 10.1 Unless otherwise posted, the next regularly scheduled meeting will be held on **October 10, 2023 at 6:30p.m.**
- 10.2 Time of adjournment: 9:39 p.m.

Alternative Education
Board List of Graduates
11-14-2023

Student Last Name	Student First Name	Grade	School Site	CAHSEE PASSED
Alvarez	Kimberly	12	CLC	SB 172 (2023-2024)
Canfield	Landon	12	CLC	SB 172 (2023-2024)
Gaspar	Alexander	12	CLC	SB 172 (2023-2024)
Hernandez	Raul	12	Bridges	SB 172 (2023-2024)
Russell	Brandon Thomas	12	Redwood	SB 172 (2023-2024)
Tucker	Asher	12	CLC	SB 172 (2023-2024)
West, Jr.	JW	12	Redwood	SB 172 (2023-2024)

Senate Bill (SB) 172 (Liu) was signed by Governor Brown on October 7, 2015. This law suspends the administration of the California High School Exit Examination (CAHSEE) and the requirement that students completing grade twelve successfully pass the high school exit examination as a condition of receiving a diploma of graduation from high school for the 2015–16, 2016–17, and 2017–18 school years. The law also requires local educational agencies (LEAs) to grant a diploma to any student who completed grade twelve in the 2003–04 school year, or a subsequent school year, and has met all applicable graduation requirements other than passage of the high school exit examination. The law will not take effect until January 1, 2016, at which time LEAs shall be permitted to issue diplomas to eligible students.

SB725 = which was enacted on August 26, 2015, allows for students who completed grade twelve in 2015, who have met all other high school graduation requirements, to receive a diploma of graduation from their high school without meeting the exit examination requirement. Because this was urgency legislation, the law took effect immediately upon being enacted, allowing LEAs to immediately issue diplomas to eligible students from the class of 2015.

Supervisor of Attendance and SARB Certification

Event Date 10/04/2023

Time 8:30 am - 3:00 pm

	First Name	Last Name	Position/Title	County	District	Attendance
1	Geena	Aguil	Family Advocate/Liaison	Kern	McFarland Unified	x
2	Tonia	Aguilera	Assistant Principal & SARB Chairperson	Kern	Richland Union Elementary	x
3	Vanessa	Alba	School Social Worker	Kern	Kern County Office of Education	x
4	Shastine	Arias	Executive Director Student Support Services	Kern	Standard Elementary	x
5	Carlos	Barraza	Coordinator of Distance Learning	Kern	Wasco Union Elementary	x
6	Jesse	Beed	Coordinator I/School Principal	Kern	Bakersfield City	x
7	Rosie (Martina Cadena)	Cadena	Attendance Clerk	Kern	Wasco Union High	x
8	Maria	Camacho	Associate School Social Worker	Kern	Bakersfield City	x
9	Sonia	Cisneros	Bilingual Office Clerk	Kern	Edison Elementary	x
10	Mer	Conner	school social worker intern	Kern	Kern County Office of Education	x
11	Roberto	De La Rosa Jr.	Attendance Administrator	Kern	Kern High School District	x
12	Christine	Dinh-O'Dell	School Social Worker	Kern	Rosedale Union Elementary	x
13	La'steveia	Dixon	Assistant Principal	Kern	Wasco Union High	x
14	Matt	Earls	Attendance Supervisor	Kern	Greenfield Union	x
15	Alyssa	Gonzalez	Attendance Clerk	Kern	Richland Union Elementary	x
16	Maria (Isabell)	Gutierrez	SARB Chairperson	Kern	Richland Union Elementary	x
17	David	Lawson	Campus/attendance supervisor	Kern	Edison Elementary	x
18	Daniel	Lopez	Associate School Social Worker	Kern	Bakersfield City	x
19	Christopher	Lowe	Coordinator of Student Support Services	Kern	Sierra Sands Unified	x
20	Maria	Lule-Licea	Coordinator of Health & Community Services	Kern	McFarland Unified	x
21	Victoria	Munoz	Attendance Liaison-SARB	Kern	Richland Union Elementary	x
22	Markeith	Page	School Social Worker	Kern	Rosedale Union Elementary	x
23	Margie	Perez	Program Manager	Kern	McFarland Unified	x
24	Amelia	Pimienta	SSW Intern	Kern	Kern County Office of Education	x
25	Michelle	Placencia	School Social Worker	Kern	Kern County Office of Education	x
26	Bonny	Porter	Director of Student Services	Kern	Tehachapi Unified	x
27	Marcela	Ramirez	Dean of Culture	Kern	Richland Union Elementary	x
28	Krystle	Sandbulte	School Social Worker	Kern	Rosedale Union Elementary	x
29	Crysta	Silver Hill	Chief Administrator of Student Support Service	Kern	Rosedale Union Elementary	x
30	Gina	Soliz Ehoff	Attendance Secretary	Kern	Edison Elementary	x
31	Shelly	Tiffin	Administrator of Alternative Education	Kern	Panama-Buena Vista Union	x
32	Tina	Tyler Smith	DIRECTOR SSS	Kern	Delano Union Elementary	x
33	Jennifer	Wood-Slayton	Project Director	Kern	Lamont Elementary	x

Supervisors of Attendance and SARB Certification Training



October 4, 2023

8:30 AM-3:00 PM

This workshop will address how LEAs can analyze multiple measures of attendance and implement age-appropriate strategies within a multi-tiered system of support to meet the needs of students with persistent school attendance problems. Participants who complete this training will be eligible for appointment as a supervisor of attendance in accordance with Education Code § 48240 et seq., and SARB-certified by the Kern County Superintendent of Schools.

Topics include:

- Current Context - Why Attendance Matters
- Role of Supervisors of Attendance
- Data Collection, Tracking, and Analysis
- Multi-Tiered Systems of Support
- Family Engagement Strategies
- Effective SART and SARB Practices

Register Online At:

<http://kern.k12oms.org/1515-236028>

Who should attend this training?

District and Site Administrators, Counselors, Social Workers, Interventionists, Attendance Clerks/Office Managers, Foster and Homeless Youth Liaisons, and County and Community Partners who participate on SARBs

Cost:

\$195 per person

Location:

Virtual

QUESTIONS:

Contact Jose Espinoza at 636-4055 or jespinoza@kern.org

State of California

EDUCATION CODE

Section 48245

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

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

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kern County Community School	15 10157 1530310	October 26, 2023	November 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Kern County Superintendent of Schools creates an annual Local Control and Accountability Plan (LCAP) based on input from educational partners, including parents/guardians, staff, students, and community partner agencies. Educational partner input indicates the Alternative Education program should continue to focus on students' social emotional health and academic achievement. As a result, LCAP funds are utilized in these areas. Two of the abbreviated 2023-24 LCAP goals are as follows:

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

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

To maintain focus in these areas, the Community School Plan for Student Achievement (SPSA) and the Alternative Education WASC Action Plan have goals that are aligned to the LCAP. Many of the metrics listed in the SPSA align with the state priorities in the LCAP, including Student Achievement, Pupil Engagement, School Climate, and Other Student Outcomes. Each document – the KCSOS LCAP, Community School SPSA, and the WASC Action Plan – has items that speak to supporting students in their social emotional and academic growth. As a Schoolwide program, Title I funds in Community School are utilized for all students to provide additional support and resources to enhance student success in the state and local priorities.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In addition to utilizing the annual LCAP survey data, educational partners from the Community School Site Council, the Community School Site English Learner Advisory Committee, and the District English Learner Advisory Committee provide input related to the Community School Plan for Student Achievement. This input was gathered at scheduled meetings in September and October in advance of the Community School Site Council recommending the School Plan for Student Achievement be submitted to the Kern County Board of Education for approval. An annual review will be conducted in May of 2024 with input from the School Site Council. The annual review will be presented to both the Community School Site Council and the Kern County Board of Education for consideration of approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

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

Identified Need

According to the 2023 LCAP survey, over 83% of Community School students indicated the social emotional skills they have been learning in school have been helpful, with just 6% disagreeing. Providing students with social emotional supports can increase prosocial behaviors, improve academic achievement, and improve student attitudes toward school. Greater social emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive work and family relationships, better mental health, reduced criminal behavior, and engaged citizenship. Social emotional learning provides a foundation for a positive learning environment and can enhance students' abilities to success in school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome (22-23 Data)	Expected Outcome (Expected for 23-24)
School attendance data, as measured by Aeries	80.7%	81.7%
Percentage of Community School students who agree with the statement, "My school provides students with a safe place to learn," as measured by the LCAP survey	Agree: 81.1% Disagree: 3.6% Undecided: 15.3%	Agree: 83.1%
Percentage of Community School students who agree with the statement, "The staff at this school cares about me," as measured by the LCAP survey	Agree: 76.7% Disagree: 6.0% Undecided: 17.2%	Agree: 78.7%
Percentage of Community School students who agree with the statement, "There is at least one adult at my school with whom I have a positive connection/relationship," as measured by the LCAP survey	Agree: 72.4% Disagree: 11.2% Undecided: 16.4%	Agree: 74.4%
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: 44.1% Disagree: 27.9% Undecided: 27.9%	Agree: 46.1%
Percentage of Community School students who agree with the statement, "The social emotional skills that I'm learning at school have been helpful," as measured by the LCAP survey	Agree: 83.3% Disagree: 6.1% Undecided: 10.6%	Agree: 85.3%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School social workers will consult and collaborate with school personnel to promote a school environment responsive to the needs of students; provide counseling and supports to students; provide crisis intervention and risk/threat assessments; conduct home visits; and identify and develop programs and activities to address situations adversely affecting the personal, socio-emotional, and academic development of the students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$226,776
b) Certificated Benefits: \$92,669

a) Title I, Part A
b) Title I, Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The MTSS Program Specialist will assist schools with building MTSS supports on each campus, provide oversight for maintaining supports, and secure trainings for staff and students in the area of MTSS in order to support staff and students' social emotional well-being.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$106,104
b) Certificated Benefits: \$44,657

a) Title I, Part A
b) Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Community Schools Grant Outreach and Engagement Facilitator will provide support to the California Community Schools Partnership Program by integrating student supports, engaging families and the community, and building the capacity of staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Classified Salaries: \$81,316
b) Classified Benefits: \$44,696

a) CSI Funds
b) CSI Funds

Annual Review

SPSA Year Reviewed: 2023-2024

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 deleted.

ANALYSIS

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

To be completed in May 2024.

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

To be completed in May 2024.

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.

To be completed in May 2024.

Goal 2

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

Identified Need

The average high school student enrolls in the Alternative Education program deficient 50 credits and reading at a 5th grade level. Since the majority of the program's students have reading and mathematics ability levels below their actual grade levels, the program has placed an emphasis on providing high quality instruction in literacy and numeracy to improve students' understanding, comprehension, and ability levels. The gains acquired in these skill sets will prepare students for post-graduation education and career options.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome (22-23 Data)	Expected Outcome (Expected for 23-24)
Percentage of Community School students who Meet or Exceed Standard in ELA/Literacy, as measured by the CAASPP	7.36%	7.41%
Percentage of Community School students who Meet or Exceed Standard in Mathematics, as measured by the CAASPP	0%	0.5%
Community School student growth on STAR Renaissance Pre-Post Test, as measured by STAR Renaissance every 60 days	Reading: 4 months growth Math: 6 months growth	Reading: At least 4 months growth Math: At least 4 months growth
Percentage of students who take the ELPAC with Community School in 2023 and 2024 and increase their Overall performance by one or more levels, as measured by the ELPAC	42.9%	Between 35% and 55%
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: 49.1% Disagree: 17.5% Undecided: 33.3%	Agree: 51.1%
Percentage of Community School students who agree with the statement, "I learn a lot in my classes," as measured by the LCAP survey	Agree: 71.3% Disagree: 12.2% Undecided: 16.5%	Agree: 73.3%
Percentage of Community School students who agree with the statement, "My teachers make me excited about learning," as measured by the LCAP survey	Agree: 47.8% Disagree: 21.7% Undecided: 30.4%	Agree: 49.8%
Percentage of Community School students who agree with the statement, "My school is preparing students for future college and/or career paths," as measured by the LCAP survey	Agree: 62.5% Disagree: 10.7% Undecided: 26.8%	Agree: 64.5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

The Teacher – EL Specialist will provide direct support to instructional staff, assist in the identification and implementation of appropriate English language development curriculum, provide direct instruction to small groups of targeted students as needed, model quality lessons utilizing research-based practices to help students develop mastery of the English language, and collaborate with instructional staff and site level administrators to coordinate the assessment and monitoring of student progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$88,329 (70%)
b) Certificated Benefits: \$34,497 (70%)

a) Title I, Part A
b) Title I, Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Teacher – Technology Specialist will provide direct support to instructional staff, assist in the identification and implementation of appropriate technology resources to meet the instructional needs of the program, provide individual or small group support to instructional staff to increase their expertise in using technology as an instructional tool, model Common Core-aligned lessons in which technology is effectively infused into daily instruction, and collaborate with instructional staff and site level administrators to evaluate and monitor the implementation and effectiveness of technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$79,025 (70%)
b) Certificated Benefits: \$32,037 (70%)

a) Title I, Part A
b) Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The CTE Program Specialist will use evidence-based interventions to develop high-interest curriculum materials, design innovative and engaging programs, provide guidance for implementation, and be responsible for securing grants to continue implementing programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$121,207
b) Certificated Benefits: \$48,135

a) CSI Funds
b) CSI Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A Teacher on Special Assignment will support online curriculum implementation by creating courses, providing supplemental activities, and providing coaching to instructional staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$66,262
b) Certificated Benefits: \$16,615

a) CSI Funds
b) CSI Funds

Annual Review

SPSA Year Reviewed: 2023-2024

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 deleted.

ANALYSIS

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

To be completed May 2024.

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

To be completed May 2024.

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.

To be completed May 2024.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$2,491,429
Total Federal Funds Provided to the School from the LEA for CSI	\$356,701
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,082,325

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$1,013,058

Federal Programs	Allocation (\$)
Title I, Part D	\$1,313,186
Title II	\$60,421
Title IV	\$104,764

Subtotal of additional federal funds included for this school: \$2,491,429

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	\$6,756,431

Subtotal of state or local funds included for this school: \$6,756,431

Total of federal, state, and/or local funds for this school: \$9,247,860

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kern County Juvenile Court School	15 10157 1530302	October 18, 2023	November 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Kern County Superintendent of Schools creates an annual Local Control and Accountability Plan (LCAP) based on input from educational partners, including parents/guardians, staff, students, and community partner agencies. Educational partner input indicates the Alternative Education program should continue to focus on students' social emotional health and academic achievement. As a result, LCAP funds are utilized in these areas. Two of the abbreviated 2023-24 LCAP goals are as follows:

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

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

To maintain focus in these areas, the Court School Plan for Student Achievement (SPSA) and the Alternative Education WASC Action Plan have goals that are aligned to the LCAP. Many of the metrics listed in the SPSA align with the state priorities in the LCAP, including Student Achievement, Pupil Engagement, School Climate, and Other Student Outcomes. Each document – the KCSOS LCAP, Court School SPSA, and the WASC Action Plan – has items that speak to supporting students in their social emotional and academic growth. As a Schoolwide program, Title I funds in Court School are utilized for all students to provide additional support and resources to enhance student success in the state and local priorities.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In addition to utilizing the annual LCAP survey data, educational partners from the Court School Site Council, the Court School Site English Learner Advisory Committee, and the District English Learner Advisory Committee provide input related to the Court School Plan for Student Achievement. This input was gathered at scheduled meetings in September and October in advance of the Court School Site Council recommending the School Plan for Student Achievement be submitted to the Kern County Board of Education for approval. An annual review will be conducted in May of 2024 with input from the School Site Council. The annual review will be presented to both the Court School Site Council and the Kern County Board of Education for consideration of approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

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

Identified Need

According to the 2023 LCAP survey, nearly 81% of Court School students indicated the social emotional skills they have been learning in school have been helpful, with less than 4% disagreeing. Providing students with social emotional supports can increase prosocial behaviors, improve academic achievement, and improve student attitudes toward school. Greater social emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive work and family relationships, better mental health, reduced criminal behavior, and engaged citizenship. Social emotional learning provides a foundation for a positive learning environment and can enhance students' abilities to succeed in school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome (22-23 Data)	Expected Outcome (Expected for 23-24)
School attendance data, as measured by Aeries	87.5%	88.5%
Percentage of Court School students who agree with the statement, "My school provides students with a safe place to learn," as measured by the LCAP survey	Agree: 72.4% Disagree: 12.6% Undecided: 14.9%	Agree: 74.4%
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: 65.6% Disagree: 25.6% Undecided: 8.9%	Agree: 67.6%
Percentage of Court School students who agree with the statement, "There is at least one adult at my school with whom I have a positive connection/relationship," as measured by the LCAP survey	Agree: 73.3% Disagree: 13.3% Undecided: 13.3%	Agree: 75.3%
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: 56.3% Disagree: 23.0% Undecided: 20.7%	Agree: 58.3%
Percentage of Court School students who agree with the statement, "The social emotional skills that I'm learning at school have been helpful," as measured by the LCAP survey	Agree: 80.4% Disagree: 3.6% Undecided: 16.1%	Agree: 82.4%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School social workers will consult and collaborate with school personnel to promote a school environment responsive to the needs of students; provide counseling and supports to students; provide crisis intervention and risk/threat assessments; and identify and develop programs and activities to address situations adversely affecting the personal, socio-emotional, and academic development of the students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$123,653
b) Certificated Benefits: \$48,698
c) Certificated Salaries: \$86,871
d) Certificated Benefits: \$39,773

a) Title I, Part A
b) Title I, Part A
c) Title I, Part D
d) Title I, Part D

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The MTSS Program Specialist will assist schools with building MTSS supports on each campus, provide oversight for maintaining supports, and secure trainings for staff and students in the area of MTSS in order to support staff and students' social emotional well-being.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$106,104
b) Certificated Benefits: \$44,657

a) Title I, Part A
b) Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Community Schools Grant Outreach and Engagement Facilitator will provide support to the California Community Schools Partnership Program by integrating student supports, engaging families and the community, and building the capacity of staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Classified Salaries: \$81,316
b) Classified Benefits: \$44,696

a) CSI Funds
b) CSI Funds

Annual Review

SPSA Year Reviewed: 2023-2024

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 deleted.

ANALYSIS

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

To be completed in May 2024.

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

To be completed in May 2024.

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.

To be completed in May 2024.

Goal 2

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

Identified Need

The average high school student enrolls in the Alternative Education program deficient 50 credits and reading at a 5th grade level. Since the majority of the program's students have reading and mathematics ability levels below their actual grade levels, the program has placed an emphasis on providing high quality instruction in literacy and numeracy to improve students' understanding, comprehension, and ability levels. The gains acquired in these skill sets will prepare students for post-graduation education and career options.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome (22-23 Data)	Expected Outcome (Expected for 23-24)
Percentage of Court School students who Meet or Exceed Standard in ELA/Literacy, as measured by the CAASPP	0%	0.5%
Percentage of Court School students who Meet or Exceed Standard in Mathematics, as measured by the CAASPP	0%	0.5%
Court School student growth on STAR Renaissance Pre-Post Test, as measured by STAR Renaissance every 60 days	Reading: 8 months growth Math: 10 months growth	Reading: At least 4 months growth Math: At least 4 months growth
Percentage of students who take the ELPAC with Court School in 2023 and 2024 who increase their Overall performance by one or more levels, as measured by the ELPAC	57.1%	Between 47% and 67%
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: 59.6% Disagree: 23.6% Undecided: 16.9%	Agree: 61.6%
Percentage of Court School students who agree with the statement, "I learn a lot in my classes," as measured by the LCAP survey	Agree: 71.9% Disagree: 16.9% Undecided: 11.2%	Agree: 73.9%
Percentage of Court School students who agree with the statement, "My teachers make me excited about learning," as measured by the LCAP survey	Agree: 57.3% Disagree: 28.1% Undecided: 14.6%	Agree: 59.3%
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: 68.4% Disagree: 14.8% Undecided: 16.8%	Agree: 70.4%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

The Teacher – EL Specialist will provide direct support to instructional staff, assist in the identification and implementation of appropriate English language development curriculum, provide direct instruction to small groups of targeted students as needed, model quality lessons utilizing research-based practices to help students develop mastery of the English language, and collaborate with instructional staff and site level administrators to coordinate the assessment and monitoring of student progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$37,855 (30%)
b) Certificated Benefits: \$14,784 (30%)

a) Title I, Part D
b) Title I, Part D

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Teacher – Technology Specialist will provide direct support to instructional staff, assist in the identification and implementation of appropriate technology resources to meet the instructional needs of the program, provide individual or small group support to instructional staff to increase their expertise in using technology as an instructional tool, model Common Core-aligned lessons in which technology is effectively infused into daily instruction, and collaborate with instructional staff and site level administrators to evaluate and monitor the implementation and effectiveness of technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$33,868 (30%)
b) Certificated Benefits: \$13,730 (30%)

a) Title I, Part D
b) Title I, Part D

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Auto Mechanics teacher will offer classes at Erwin Owen High School, which aim to provide students with leadership skills and industry recognized auto mechanics certifications.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$90,970
b) Certificated Benefits: \$41,171

a) Title I, Part D
b) Title I, Part D

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will provide intervention and enrichment as well as transition services related to college and career readiness. Courses are assigned based on the individual needs of students as indicated by a review of transcripts. Teachers will also use a variety of resources to expose students to various career options, instruct students on how to develop the necessary skills to gain and maintain employment, develop lessons utilizing research-based practices to introduce and inspire career choice amongst students, and utilize a variety of assessment tools to monitor and develop student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$324,418
b) Certificated Benefits: \$132,308

a) Title I, Part D
b) Title I, Part D

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Intervention Teacher will provide transition services, including gathering student records and completing diagnostic assessments to inform course assignments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$75,000
b) Certificated Benefits: \$30,000

a) Title I, Part D
b) Title I, Part D

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A teacher and paraprofessional will provide educational services for students who are housed at the Miriam Jamison Children's Center, a 24-hour emergency shelter for neglected, abused, and abandoned children.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$124,472
b) Certificated Benefits: \$48,434
c) Classified Salaries: \$40,379
d) Classified Benefits: \$13,674

a) Title I, Part A
b) Title I, Part A
c) Title I, Part A
d) Title I, Part A

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The assessment paraprofessional will administer pre/post tests for incoming/existing students and conduct data analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Classified Salaries: \$39,472
b) Classified Benefits: \$29,248

a) Title I, Part D
b) Title I, Part D

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The CTE Program Specialist will use evidence-based interventions to develop high-interest curriculum materials, design innovative and engaging programs, provide guidance for implementation, and be responsible for securing grants to continue implementing programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$121,207
b) Certificated Benefits: \$48,135

a) CSI Funds
b) CSI Funds

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A Teacher on Special Assignment will support online curriculum implementation by creating courses, providing supplemental activities, and providing coaching to instructional staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

a) Certificated Salaries: \$66,262
b) Certificated Benefits: \$16,615

a) CSI Funds
b) CSI Funds

Annual Review

SPSA Year Reviewed: 2023-2024

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 deleted.

ANALYSIS

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

To be completed in May 2024.

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

To be completed in May 2024.

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.

To be completed in May 2024.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$2,491,429

Total Federal Funds Provided to the School from the LEA for CSI

\$356,701

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$1,917,770

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$1,013,058
Title I, Part D	\$1,313,186
Title II	\$60,421
Title IV	\$104,764

Subtotal of additional federal funds included for this school: \$2,491,429

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	\$4,502,805

Subtotal of state or local funds included for this school: \$4,502,805

Total of federal, state, and/or local funds for this school: \$6,994,234