School Year: 2023-24

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Barbara County Community School	42-30207	May 2, 2024	June 14, 2024

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.

JCCS Administration meets regularly with the JCCS Leadership Team which is comprised of the lead teacher from each of the three school sites, a Special Education Teacher, a Teaching Assistant, the Student Data Advisor, the Special Education Coordinator, and the Testing Coordinator. This team reviews progress on the SPSA and makes recommendations. In addition, the JCCS School Site Council (SCS) meets quarterly to provide input and guidance. Additionally, the school staff meet collaboratively each week to discuss support services such as counseling, to review student progress, and to address school-wide concerns.

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

Throughout the 2022-23 school year, SBCEO, JCCS, and Special Education staff created meaningful opportunities for educational partners to contribute to the LCAP process. Educational partners contributed by providing input and feedback in a variety of ways including, but not limited to, participating in virtual meetings, parent-teacher conferences, and surveys that informed the goals and actions of the plan.

We continue to find that having multiple modalities to collect information provides successful ways of gathering feedback from our specific educational partner groups and assists in meeting our obligation to consult with statutorily required educational partners.

Educational partners included:
• Administrators- The JCCS Director and the Coordinator for JCCS are the writers of the LCAP.
• Special Education/ SELPA
• Parent Student Advisory Committee (PSAC)- JCCS is not statutorily required to operate a DELAC committee.
• Parents and guardians
• Leadership team and bargaining units
• Students
• Probation administration and staff
• Mental health staff
• District partners
• CTE Director and Coordinators
• Foster Youth Coordinating Services Program (FYSCP) Executive Advisory Committee (EAC)

In addition, state data (generated through the Dashboard, CAASPP, ELPAC, DataQuest, CalPADS, and CBEDS), local data (generated through AERIES, Let's Go Learn, Anywhere Learning Systems, and formative assessments), surveys, CTE rubrics, and other assessment tools were used in a systematic way to help evaluate progress.

Delineated below are summaries of the feedback received from specific educational partner groups.

SPECIAL EDUCATION/SELPA
Our JCCS program has 21.43% of students identified with disabilities, therefore meeting regularly as a team is a priority in order to ensure our students receive the services they need. This has proven to be a valuable strategy as there is a need to constantly recalibrate as our student population changes with some enrollments lasting only a day or two while some students are with us for a year or more. The SBCEO Special Education Team meets regularly with the Santa Barbara SELPA, thereby completing the feedback loop.
The JCCS administrators meet with the Special Education/SELPA regularly on goals and actions specifically related to serving the needs of the students with disabilities enrolled in the JCCS schools.

Meeting dates: 7/12/2022, 8/2/2022, 9/6/2022, 9/15/2022, 1/6/2023, 1/25/2023

PARENT SCHOOL ADVISORY COMMITTEE (PSAC)
The PSAC met four times throughout the 2022-23 school year, and meetings were effectively used to engage school community members in the process of program review and planning. The committee was directly involved in the development and review of the parent survey. The annual survey showed that 86.1% of parents believe our schools do a good job of evaluating their children's academic needs. 83.3% of parents believe our schools do a good job of preparing students for work and/or careers. 86.1% of parents believe our schools do a good job of keeping students safe and secure. 91.7% of parents believe our schools communicate well with them.
Meeting dates: 9/22/2022, 12/15/2022, 3/16/2023, 5/17/2023

PARENTS AND GUARDIANS
In 2022-23, our school overhauled its annual parent survey. We contracted with the Promotores Network to review and provide suggested changes to ensure that our parent survey was culturally and linguistically relevant for our parent population. We also used the Promotores to individually contact each family to obtain their survey responses. We were able to reach 36 out of 65 parents, which is 55% of our parent population. This is a significant increase in the number of parents who participated in the survey.

This year's annual survey data reflected that 86.1% of parents believe our schools do a good job of evaluating their children's academic needs. 83.3% of parents believe our schools do a good job of preparing students for work and/or careers. 86.1% of parents believe our schools do a good job of keeping students safe and secure. 91.7% of parents believe our schools communicate well with them.
Survey window: March 27- 30, 2023

LEADERSHIP TEAM AND BARGAINING UNITS
• LEADERSHIP TEAM: The JCCS Leadership Team (i.e., administrators, general and special education teachers, teaching assistants, and student information specialist) collaborated on the Local Indicators, and provided essential support in the development of the 2023-24 LCAP. The leadership team provided input regarding how to address student academic and behavioral needs, professional development, CTE programs, and student achievement. With assistance from the Leadership Team, the SBCEO SPSA writing team incorporated their input and analysis into the 2023-24 SPSA.

• DOS PUERTAS STAFF: During the 2022-23 school year, Dos Puertas which operates in the Juvenile Justice Center had significant concerns related to staff safety, student behavior, instructional time, and communication between Probation and the school therefore, we met with staff and Probation administration multiple times during the year to problem solve and address the issues raised.

Meeting dates: 7/14/2022, 8/23/2022, 10/11/2022, 10/18/2022, 10/28/2022, 11/15/2022, 11/29/2022, 1/5/2023, 1/25/2023, 1/31/2023, 2/7/2023, 2/8/2023, 2/9/2023, 2/14/2023, 3/6/2023, 3/7/2023, 4/13/2023, 4/18/2023

• BARGAINING UNITS: SBCEO Administration met several times with the Santa Barbara County Education Association (SBCEA) and with California School Employees Association (CSEA) to discuss concerns and problem-solve throughout the year. These meetings were successful in addressing issues that arose throughout the school year.

SBCEA Meeting Dates: 10/10/2022, 12/12/2022, 1/30/2023, 3/20/2023, 4/17/2023

CSEA Meeting Dates: 8/12/2022, 9/14/2022, 10/20/2022, 11/30/2022, 1/18/2023, 2/15/2023, 3/16/2023, 4/19/2023, 5/18/2023

STUDENTS
We believe that students' voice is critical when creating an effective educational program. The California Healthy Kids Survey (CHKS) was last administered in November 2022 and provided valuable feedback. The data demonstrated that:
• 53% of students believe their teachers have high expectations for their success;
• 60% of students report that they try hard at their schoolwork;

• 60% of students feel our teaching staff treats students fairly;
• 60% of students report that they are always trying to do better at their schoolwork;
• 91% of students report that they have not been afraid at school in the past 12 months;
• 50% of students report that they would like to attend a 2-year or vocational school after high school;

PROBATION ADMINISTRATION AND STAFF
The Deputy Chief Probation Officer, Camp Director, Camp Supervisor, Hall Director, and Hall Supervisor were valuable contributors to the development of the SPSA, particularly in the areas of communication; processes, and procedures; supporting and maximizing instructional efforts; supporting on-task behaviors in the classroom; supporting college awareness efforts; supporting parent involvement, and supporting the effectiveness of career technical education.

Meeting Dates: 7/14/2022, 7/20/2022, 9/14/2022, 10/6/2022, 10/12/2022, 10/13/2022, 11/9/2022, 11/16/2022, 12/1/2022, 12/9/2022, 12/16/2022, 1/18/2023, 1/25/2023, 2/1/2023, 3/13/2023, 3/2/2023, 6/6/2023

DISTRICT PARTNERS
• FITZGERALD COMMUNITY SCHOOL
The Associate Superintendent of Educational Services and the JCCS Director met with the Santa Maria Joint Union High School District (SMJUHSD) and the Santa Maria-Bonita School District (SMBSD) to discuss the continuation of services provided through a Memorandum of Understanding (MOU) for students to attend Peter B. FitzGerald Community School. Through the meetings, SBCEO staff and the districts developed operating agreements, identified student and program needs, and evaluated student and program effectiveness. The JCCS Director meets regularly with the district administrators to discuss referrals, student progress updates, and program services.

Meeting Dates: 9/21/2022, 9/28/2022, 10/18/2022, 10/27/2022, 12/9/2022, 1/23/2023, 1/27/2023, 2/14/2023, 3/6/2023, 3/22/2023, 5/1/2023, 5/2/2023

• CTE PROGRAM
The CTE Advisory Committee met this year, to solicit input and advisement regarding CTE programming. The committee reviewed the curriculum to ensure alignment between pathways offered in JCCS schools and districts throughout the county. There was a discussion regarding industry certifications, career interest surveys, and employability skills. The JCCS CTE teachers shared with advisory members the value of career interest survey data and how it is an integral part of their exploration courses. The advisory members shared which skills they felt are lacking in their younger employees and the importance of explicitly teaching employability skills. The members gave suggestions on potential strategies and completed a survey where they chose which Career Ready Practice standards (employability skills) they feel are most important, resulting in a “top 5”. Based on feedback, instruction on employability skills has been a focus, including the implementation of a Career Ready Curriculum. Partners that participated included: Santa Maria Joint Union High School District, Allan Hancock College, the Santa Barbara County Probation Department, and industry partners.

Meeting Dates: 11/9/2022 and 3/8/2023

CTE DIRECTOR AND CTE COORDINATOR
The JCCS Director met with the CTE team multiple times throughout the year to coordinate the CTE lab and Manufacturing Course

implementation and identify training needs and additional resources needed to ensure efforts would improve the CTE program. A CTE Teacher on Special Assignment (TOSA) was hired in 2021-22 to implement the program with fidelity. The TOSA met weekly with each CTE teachers to develop curriculum, provide coaching, and model best teaching practices. TOSA facilitated bi-monthly CTE meetings and actively participated in CTE Workdays; these meetings included all JCCS CTE teachers.

CTE Lab and Manufacturing Meeting Dates: 9/14/2022, 9/28/2022, 10/12/2022, 1/11/2023, 2/8/2023, 3/8/2023, 3/22/2023, 4/26/2023, 5/24/2023

TOSA and CTE Teacher Bi-monthly meeting facilitated by CTE TOSA
Meeting dates: 10/4/22, 12/6/22, 2/7/23, 4/18/23, 6/6/23
Description/Purpose
10/4/22: Overview of the California Career Resource Network (CalCRN) website/resource; presenters John Merris-Coots and Hannah Stier
12/6/22: Career Interest Survey, CalCRN, Employability Skills, and Q&A session
2/7/23: Implementation status of career interest surveys and employability skills lessons. March Advisory Board Meeting agenda and presentation discussion
4/18/23: Review/Revision of Who am I? and Investigating Career student assignment templates
6/6/23: Reflection of the 2022-23 school year and identification of areas of focus for the 2023-24 school year

JCCS CTE Workdays facilitated by CTE Coordinator
Meeting dates: 9/1/22, 11/3/22, 5/4/23
Description/Purpose
9/1/22: Introduction to Occupational Identity, Career Interest Surveys, and Real Career Employability Skills Program. Teacher work time.
11/3/22: Introduction of fostering student self-awareness, review of curriculum, and development of implementation plan for Career Interest Surveys and Employability Skills Program. Teacher work time.
3/9/23: Deeper dive into “Building Student’s Self-Awareness”, implementation status, and revisions. Teacher work time
5/4/23: Review the updated Career Self-Awareness and Development plan. Teacher work time.

Planned Back-to-School CTE Staff Presentation
Meeting Date: 7/29/23
Topic/Purpose: Preparing JCCS Students to be Future Ready, the importance of integration of Career Ready Skills into the academic area, discussion of classroom applications, and CTE Lab/Manufacturing updates.

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.

Based on the analysis of educational partner input, local and state data, it was determined that students would benefit from additional opportunities that target individual learning gaps, credit recovery efforts, and prepare students for college and career.

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 1	English Learners who test with JCCS for two consecutive ELPAC administration cycles will demonstrate annual progress in English

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.

English Learners are a recognized subgroup in California as having specific needs that require additional support. JCCS has a higher than average EL population with 35.71% of our student population identified as English Language learners.

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	Expected Outcome
ELPAC Reports	60% of students improved a level. Five students took the ELPAC with JCCS in two consecutive years (2020-21 & 2021-22). Three of the five students improved a level and made progress toward English proficiency as measured by the ELPAC.	10% of EL students who test with JCCS for two consecutive cycles will make progress toward English proficiency as measured by the ELPAC.
Reclassification Rate	In 2022-23, 0% of English Learner students were Redesignated English Fluent Proficient.	Overall 8% of EL students will be Redesignated English Fluent Proficient.
Training sign-in sheets	In 2022-23, 96.55% of workgroup members attended professional learning for ELD and mathematics.	100% of workgroup members attended professional learning for ELD.

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)
Strategy/ Activity #1	JCCS Teaching Assistants will attend English Language Proficiency Assessments for California (ELPAC) training to ensure administration and scoring practices are aligned and calibrated with state requirements. (aligned to LCAP 1.d.)	English Learners	No additional cost; part of staff duties	N/A
Strategy/ Activity #2	JCCS Teaching Assistants will assist teachers with ELD instruction, including explicit academic language instruction, opportunities for structured academic discussion, and scaffolded writing techniques. (aligned to LCAP 1.d)	English Learners	No additional cost; part of staff duties	N/A
Strategy/ Activity #3	JCCS teaching assistants will continue to assist the teacher to incorporate ELD strategies that promote linguistic and academic proficiency into Character Based Literature (CBL) lessons. (aligned to LCAP 1.d)	English Learners	No additional cost; part of staff duties	N/A
Strategy/ Activity #4	JCCS teaching assistants will continue to systematically review and identify students for reclassification eligibility and ensure that all identified students are reclassified. RFEP students reclassified within four years will continue to be closely monitored to ensure academic and language growth. Identified students will be discussed during weekly site meetings to monitor progress across subjects and classes. (LCAP 1.d)	English Learners	No additional cost; part of staff duties	N/A

Goal #2

Goal #2	All students enrolled for 85 days or more will show progress towards proficiency in ELA as measured by state and local assessments.

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.

Provide greater support for students in English to fill in their educational gaps; assist in credit recovery when needed; achievement in ELA core curriculum; prepare them for standards test.

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	Expected Outcome
Diagnostic Online Reading Assessment (DORA)	In 2022-23, 1.36 was the average grade increase between the DORA pre/post scores.	The average growth of students between the DORA pre/post scores will indicate 1 (one) year of growth.
JCCS Writing Assessments	In 2022-23, 53% of students increased at least 1 point on a four point rubric. 17 students with a pre/post score, 5 improved one point, 3 improved 2 points and 1 improved 3 points.	65% of students will increase one point on a four point rubric.
CAASPP results	In 2021-22, 50% of Community students scored at nearly met or met standard in ELA on the CAASPP.	40% of students will score at nearly met or met standard in ELA on the CAASPP.

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)
Strategy/ Activity #1	SBCEO will continue to provide Teaching Assistants to provide greater access to direct instruction course offerings. (LCAP 1.a.)	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #2	Teachers and teaching assistants will provide instruction through whole group, small group, and one-to-one instruction. (LCAP 1.a.)	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #3	JCCS teachers and teaching assistants will continue administer the Diagnostic Online Reading Assessment (DORA) upon entry and review results regularly to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A
Strategy/ Activity #4	The JCCS Director and teachers will review schedules and work with Probation to identify any additional time available for students to take advantage of instructional support and online coursework. Teachers and teaching assistants will inform individual Probation Case Managers of students who are struggling and in need of extra help. (Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A

Goal # 3

[Goal 3]	Students enrolled 85 days or more will show progress towards proficiency in Mathematics as measured by state and local assessments.

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.

Provide greater support for students in Mathematics to fill in their educational gaps; assist in credit recovery when needed; achievement in Math core curriculum; prepare them for standards test. It should also be noted that 83% of JCCS students have not yet completed Algebra in their home districts, making it extremely difficult for them to perform well on a test that assesses Algebra, Geometry and Algebra 2.

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	Expected Outcome
CAASPP results	In 2021-22, 0% of Community students scored at nearly met or met standard in mathematics on the CAASPP.	35% of students will score at nearly met or met standard in mathematics on the CAASPP.
Adaptive Diagnostic Assessment of Mathematics (ADAM)	In 2022-23, 0.68 was the average grade increase between the ADAM pre/post scores.	The average growth of students between the ADAM pre/post scores will indicate 1(one) year of growth.
Training Sign-In Sheets	In 2022-23, 96.55% of workgroup members attended professional learning for mathematics.	[Add expected outcome here]

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)
[Strategy/ Activity #1]	JCCS teachers and teaching assistants will engage in math strategies professional development in order to support student's ability to access mathematics curriculum.	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #2]	JCCS Teachers and teaching assistants will administer Smarter Balanced Interim Assessments and use results to inform instruction. Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #3]	JCCS teachers and teaching assistants will continue to administer the "Adaptive Diagnostic Assessment of Mathematics" (ADAM). upon entry and review results to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a.)	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #4]	JCCS teachers and teaching assistants will review schedules and work with Probation to identify any additional time available for students to take advantage of instructional support and online coursework. (Aligned with LCAP Goal 1.a)	All Students	No additional cost; part of staff duties	N/A

Goal #4

[Goal #4]	Academic achievement and the social/emotional well-being of students will be improved through a strategic focus on enhancing school culture, climate, and safety.(LCAP 2.b)

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.

Increase attendance, reduce suspensions, increase the number of students returning to their home districts with accelerated progress, and provide counseling to support students with addiction and behavior concerns.

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	Expected Outcome
Chronic Absenteeism	In 2022-23, 60% of the community school students were chronically absent.	Less than 10% of community school students will be considered chronically absent.
Attendance rate	In 2022-23, 72.4% of community school students attended school on a daily basis.	75% of community school students will attend school on a daily basis.
Suspension rate	In 2022-23, 11.4% of students were suspended.	Reduce suspension rate by 10%.

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)
[Strategy/ Activity #1]	SBCEO will provide a School Based Therapist (SBT) who will provide individual sessions on an as-needed/ basis. The SBT will also teach group sessions in a variety of topics up to and including: peer mediation, conflict resolution, making healthy choices, gang awareness, etc.	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #2]	JCCS teaching assistants will continue to provide academic and behavioral supports based on student need.	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #3]	JCCS teachers and teaching assistants will receive training in mental health, substance abuse, trauma-informed practices, and/or Crisis Prevention & Intervention (CPI).	All Students	$3,208	Title II, Part A

Goal #5

[Goal #5]	SBCEO, in collaboration with Probation, and in consultation with all 20 school districts in Santa Barbara County, is committed to transitioning students through the JCCS system and back into the most appropriate educational setting upon their release.

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.

Provide a successful reentry for youths; continuity of students' academic career, collaboration among agencies, facilities, families, and community stakeholders to create the safety net necessary to help prevent youths from reentering the juvenile justice system.

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	Expected Outcome
Transition Log (parent; district contact)	100%	100%

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)
[Strategy/ Activity #1]	Upon entry the Office Assistant reviews data in CALPADS for previous school attendance, language status, and any special services. Records are requested from previous schools and the transcript is updated to include all earned credits to date.	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #2]	While the student is enrolled JCCS staff meet with students to discuss course placement, possible graduation exemption for students who qualify, contact local school district personnel to discuss expected return date of their students and school placement options. Parents are consulted to review their child's academic progress, graduation status, and school placement options available through the home district. Whenever possible, enrollment appointments are made in advance and confirmed with parents the date, time, and contact information.	All Students	No additional cost; part of staff duties	N/A
[Strategy/ Activity #3]	Upon release, Office Assistants update the transcripts with credits earned in court schools and forward to receiving school districts.	All Students	No additional cost; part of staff duties	N/A

Annual Review

SPSA Year Reviewed: 2022-23

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.

We experienced some increases and decreases in our metric data. Most notably, we saw a significant increase in our Diagnostic Online Reading Assessment (DORA), which is linked to actions 1.a.1 and 1.a.4. Through these actions, students are provided with intervention time during the school day, in which students are able to earn credit at an accelerated rate, thereby assessing grade-level curriculum. In doing so, DORA assessments provide formative assessment metrics on student growth. This work is completed by staff weekly during staff meetings. We see an increase of student performance on DORA, from 0.21 grade level increase in 2021-2022, to a 1.36 grade level increase 2022-23. The desired outcome was set at a 1.0 grade level increase, so we are pleased with our student's results. We believe that planned action 1.d.2, impacted student performance on the ELPAC. We saw an increase in our ELPAC scores from 37.5% of students to 60% of students who made one level of progress.

SUCCESSES:
CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)
We have increased our CAASPP scores in ELA from 14% of Court and 38% of Community students scoring nearly met in 2020-21 to 37.5% of Court and 50% of Community 2021-22. We saw a similar increase in our Math scores with 0% of students scoring at nearly met in 2020-21 to 22.2% of Court and 0% of Community In 2021-22. We contribute this average increase of 20% to our extensive professional development and coaching in the past two years. There has also been a dramatic change in the length of enrollment in our court schools. In 2020-21 we had one (1) student enrolled for the entire year, in 2021-22, this increased to three (3) students and this year we have had five (5) students enrolled the entire school year. The ability to teach and assess the same cohort of students, in combination with professional development, has had a positive impact on student outcomes. At FitzGerald, our student population is dynamic and we do not have a cohort of students consistently enrolled over the course of the academic year. Unfortunately, we do not see the same positive increase in

CHALLENGES:
RECLASSIFICATION
Reclassification rates continue to be an area of focus. 0% of English Learner students were redesignated as proficient in the 2022-23 school year in large part due to overall ELPAC scores. One contribution may be our high percentage of 74% of Long Term English Learners (LTELs), compared to the county average of 25%. However, additional data analysis reveals that we see an improvement in student's ELPAC scores over time. Of the students that took the ELPAC for two consecutive years with JCCS, there was a level increase in cohort data from 37.5% (2019-2020 to 2020-21) to

60% (2020-21 to 2021-22). Similarly to CAASPP improvements, we contribute this to our extensive professional development efforts and teacher developed ELD supports.

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

There were no material differences between the budgeted expenditures and the estimated actual expenditures.

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.

No Changes

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	$156,094
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$3,208

In 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 D, Subpart 2, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	$152,886
Title II, Part A Supporting Effective Instruction ESSA	$3,208

Subtotal of additional federal funds included for this school: $ 156,094

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 ($)
Not Applicable	$0

Subtotal of state or local funds included for this school: $ 0

Total of federal, state, and/or local funds for this school: $156,094

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 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 Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, 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 §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §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 §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: Title 34 of the *Code of Federal Regulations* (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/

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