

Fitzgerald Community School

CCSPP Annual Performance Report - Planning Grants - 2023-2024

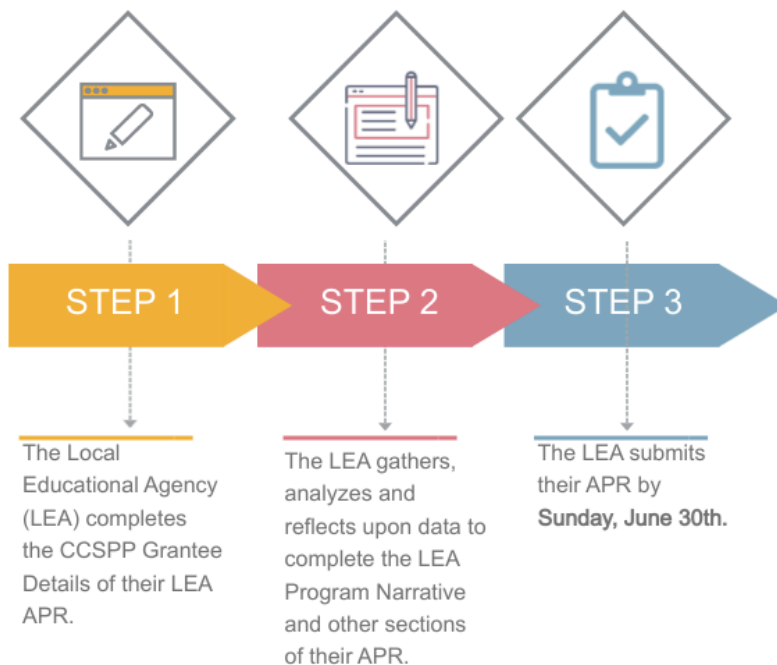
Introduction	2
Section 1. CCSPP Grantee Details	4
Section 2. Program Narrative	5
2.1. Reflections: Successes	5
2.2. Reflections: Identified Needs	5
2.3. [Optional]	6
2.4. CCSPP Engaging Educational Partners	6
2.5. CCSPP Whole Child and Family Supports Inventory	11
2.6. CCSPP Goals and Actions	15
2.6.1.a. Goals and Actions	15
2.6.2.a. Measuring and Reporting Results	16
2.6.1.b.Goals and Actions	17
2.6.2.b. Measuring and Reporting Results	
CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals mentioned above in the CCSPP.	18
2.6.3. Goal Analysis	19
2.7. CCSPP Feedback and Improvement	21

Introduction

Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process. This report should be developed by the local educational agency's (LEA's) CCSPP shared decision-making team or council to ensure participation from students, staff, families, and community partners. The APR encourages grantees to identify and reflect on areas for growth, learning and evidence of progress. The APR is aligned with the California Community Schools Framework and also aligns with resources provided by the State Transformational Assistance Center (S-TAC) including the [Community Schools Implementation Plan Template](#), the [Community Schools Needs and Assets Assessment \(NAA\) Guide](#), the [Whole Child and Family Supports Inventory](#) and the [Capacity Building Strategies: A Developmental Rubric](#), that are available for optional use by grantees.

The report can be completed over multiple sessions if needed, however, please use the same device and browser to pick up where you left off.

To complete the planning grant CCSPP Annual Progress report, proceed through the following steps.



Please use this [form](#) to submit any questions you might have about how to complete this report.

Section 1. CCSPP Grantee Details

This section is to be filled out by the LEA.

1.1. Select your California Community Schools Partnership Program (CCSPP) Cohort.

☐ Cohort 1

☒ Cohort 2

1.2. Select your Cohort 1 (or Cohort 2) Grantee/Lead LEA Name.

▼ Fitzgerald Community School

1.3. If your LEA name is not in the dropdown list, please enter your LEA name here:

1.4. Enter your Grantee/Lead LEA CDS code _____

1.5. The annual report must be submitted by the CCSPP lead or an individual with LEA authority. Indicate who is submitting this report.

Name: Rene Wheeler
Title: Director
Email: rwheeler@sbceo.org
Phone number:
Date submitted:

Section 2. Program Narrative

The grantee must respond to the following prompts. We suggest you provide a narrative of approximately 300-600 words per prompt. Please reflect upon what was submitted in the application to complete the two prompts below as well as provide a summary of your successes and identified needs.

[Planning Grant Abstraction](#)

2.1. Reflections: Successes

Describe your successes and/or progress based on a review of the planning process.

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In the initial year of the Community Schools Planning Grant at Fitzgerald Community School, we have identified several areas of success in the areas of team building, capacity building, and creation of an Intervention Team.

Team Building: We hired a Community Schools Coordinator and a Coordinator of Juvenile Court and Community School (JCCS) programs. In addition, we effectively onboarded a mental health and social work counselor, a Substance Use Disorder Counselor, and Associate Marriage & Family Therapist to support our effort to provide more therapeutic services to our students. The Promotores Network provided outreach to parents by doing home visits and supported collaboration between schools and families. Additionally, they helped provide parenting workshops to our families. Through this work, parents have confidence in the school and are eager to collaborate and support the school efforts to help students.

Capacity Building: We utilized a variety of methods to elicit feedback from staff, parents, and students during meetings and focus groups using surveys, empathy interviews, and discussion. Through these activities, we began to identify the strengths and needs of our school as well as the Santa Maria community. This understanding was enhanced by conducting a comprehensive needs assessment and asset mapping. We have demonstrated success in growing our staff capacity around the elements of a California Community School Partnership Program (CCSPP) through two (2) site visits to Anaheim School District, attending the Juvenile Court/ Community and Alternative School Administrators of California Conference (JCCASAC), participating in Regional Transformational Assistance Center, State Transformational Assistance Center and coaching from Influxion.

Intervention Team: The Intervention Team met bi-monthly with our JCCS Coordinator, Community School Coordinator, Youth Outreach Mentor, Mental Health counselors, and a Promotora to address specific student needs and to identify an initial plan for student and family support. For 2023-24, we were able to provide counseling to over 80% of our students, which included one-on-one counseling as well as peer mediation in groups.

2.2. Reflections: Identified Needs

Describe any areas that need improvement based on the planning process thus far. Use Dashboard and local data, including any areas of low performance and significant performance gaps among student groups based on Dashboard indicators.

Your word count is currently: 0

In reviewing our planning grant application and Dashboard data, we've identified critical areas for improvement: lowering student suspension rates, enhancing student connectedness, increasing attendance at parent workshops, and reducing student stress. To align with our Local Control Accountability Plan (LCAP), we will focus on three primary areas for the upcoming school year: Positive & Restorative School Climate, Community & Family Engagement, and Integrated Student Support.

Positive & Restorative School Climate: Our suspension rate in 2023-24 was high with 39.3% of our students being suspended for at least one day. To reduce our suspension rate, we plan to more fully utilize restorative practices to resolve conflicts and create a calming space for students. In addition, we will create opportunities for students to voice their opinions and participate in the decision-making process.

Community & Family Engagement: In 2023-24, 35% of students strongly agree or agree to feeling connected to school, which was down from 42% in 2022-23 according to the California Healthy Kids Survey (CHKS). Therefore, we have identified actions that promote positive relationships and opportunities to improve student connectedness and voice. We also recognize the need to increase parent involvement with only 21% of our parents attending Parent Information Nights.

Integrated Student Support: Only 51% of students reported having academic motivation on the CHKS. We also have a lower-than-average attendance rate of 81.5%, further emphasizing the need to support our students. As a result, our Intervention Team will focus on increasing mental health screenings and developing support strategies. To improve our academic pedagogy, we will continue our implementation of bi-monthly PLC meetings that began this year with all teaching staff.

2.4. CCSPP Engaging Educational Partners

2.4.1. As part of establishing collective priorities for the CCSPP, schools engage the entire community in identifying their top community school priorities and vision. A community school is a “whole-child” school improvement strategy where the LEA and school(s) work closely with staff, students, families and community partners.

Please reflect on the extent to which you have engaged different groups and select all the processes you used to engage them in developing your community school. Please note that not all processes are always appropriate for every context and it is not the expectation that all are used in engaging the different school community groups.

Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)

	What percentage of each of the following groups was engaged in developing your community school at any point during the process? (Select one)	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)	[Optional] Please use this space for additional information you would like to share.
Administrators	☐ 0% ☐ 1-24% ☐ 25-49% ☐ 50-74% ☒ 75-100%	☐ Surveys ☐ One-on-one interviews ☐ Focus groups ☒ Visioning exercises ☒ School council/steering committee meetings ☒ Other meetings ☐ School events ☐ Other (please specify):	
Certificated staff	☐ 0% ☐ 1-24% ☐ 25-49% ☒ 50-74% ☐ 75-100%	☐ Surveys ☐ One-on-one interviews ☒ Focus groups ☒ Visioning exercises ☒ School council/steering committee meetings ☒ Other meetings ☒ School events ☐ Other (please specify):	Weekly staff meetings from March to May 2024

Classified staff	☐ 0% ☐ 1-24% ☐ 25-49% ☒ 50-74% ☐ 75-100%	☐ Surveys ☐ One-on-one interviews ☒ Focus groups ☒ Visioning exercises ☒ School council/steering committee meetings ☒ Other meetings ☒ School events ☐ Other (please specify):	Weekly staff meetings from March to May 2024
Students	☐ 0% ☐ 1-24% ☐ 25-49% ☐ 50-74% ☒ 75-100%	☒ Surveys ☒ One-on-one interviews ☒ Focus groups ☒ Visioning exercises ☐ School council/steering committee meetings ☐ Other meetings ☒ School events ☐ Other (please specify):	Empathy Interviews - Dec 2023 Survey - May 2024 Focus Groups - April 2024
Family members	☐ 0% ☐ 1-24% ☐ 25-49% ☒ 50-74% ☐ 75-100%	☒ Surveys ☐ One-on-one interviews ☒ Focus groups ☐ Visioning exercises ☐ School council/steering committee meetings ☐ Other meetings ☒ School events ☐ Other (please specify):	Focus Group - March 2024 Survey - May 2024 LCAP Survey - February 2024
Community members	☐ 0% ☒ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	☐ Surveys ☒ One-on-one interviews ☐ Focus groups ☐ Visioning exercises ☐ School council/steering committee meetings ☒ Other meetings ☐ School events ☐ Other (please specify):	Meetings with Community members to explore future collaboration March 2024: - PG&E Community Outreach May 2024: - Financial Consultant - Folk dancer June 2024: - Career Coach - Resume Writer &

			Tutor Job Development Specialist
Community partners	☐ 0% ☐ 1-24% ☒ 25-49% ☐ 50-74% ☐ 75-100%	☐ Surveys ☐ One-on-one interviews ☐ Focus groups ☒ Visioning exercises ☐ School council/steering committee meetings ☒ Other meetings ☒ School events ☐ Other (please specify):	Meetings with Community Based Organizations to explore future collaboration May 2024: - One Community Action. June 2024: - America's Job Center of California - Santa Barbara County Farm Workers Resource Center - Students for Eco-Education and Agriculture

2.4.2. Please reflect on your engagement of historically marginalized student and family groups (these groups might include: families or students from racially marginalized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners or newcomers, etc.). To answer this question please:

- Write in the historically marginalized student and family group as your school defines it.
- Rate the extent to which you have engaged members of this group in developing your community school at any point during the process.
- Provide a brief description of how you have engaged this group thus far.

We ask that you include at least 2 groups, but there are additional spaces to reflect the specific characteristics of your school community.

	What percentage of each of the following groups was engaged in developing your community school at any point during the process?	How are you engaging this student and family group?
Group 1: Indigenous Families	☐ 0% ☒ 1-24% ☐ 25-49% ☐ 50-74% ☐ 75-100%	At Open House, we provided language access in Mixteco through One Community Action. We held a focus group and they completed a survey related to needs and assets.
Group 2: Socio-Economically Disadvantaged Students / Families	☐ 0% ☐ 1-24% ☐ 25-49% ☒ 50-74% ☐ 75-100%	All of our students and families are SED. We provide language access in English, Spanish, and Mixteco. We conducted focus groups, surveys (paper and phone), and 1:1 interviewing.
Group 3: Expelled Youth / Justice Involved	☐ 0% ☐ 1-24% ☐ 25-49% ☒ 50-74% ☐ 75-100%	Empathy interviews, focus groups (2-4 students at a time), visioning discussions, and written surveys.

2.5. CCSPP Whole Child and Family Supports Inventory

2.5.1. To make progress toward CCSPP goals, grantees may provide a range of whole child and family supports (see [Whole Child and Family Supports Inventory](#)).

For each potential support below, please identify if the support was part of your Community Schools ~~Implementation Plan~~ or Needs and Assets Assessment.

Potential Support	Are these whole child and family supports part of your Community Schools Implementation Plan / Needs and Assets Assessment?	
	Yes	No
Health Screening and Services (vision, dental, hearing, neurological, physical health) (1) Staff	☐	☒
Mental health Screening and Services (2)	☒	☐
Nutrition Services and Support (3)	☒	☐
Academic Support (tutoring, specialist, etc.) (4)	☒	☐
Counseling Center (5)	☒	☐
Multi-Tiered System of Support (6)	☐	☒
Coordination of Services Team (e.g., COST team) (7)	☐	☒
Before School (times/services) (8)	☐	☒
After School (times/services) (9)	☐	☒
Summer Programs (10)	☐	☒
During School (learning pathways, differentiated instruction, lab times, etc.) (11)	☐	☒
Teacher Leadership Development and Opportunities (12)	☐	☒
Parent Leadership Development and Opportunities (13)	☒	☐
Student Leadership Development and Opportunities (14)	☐	☒

Shared Decision-Making Bodies that center the voices of students, families and community (15)	☐	☒
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)	☒	☐
Home Visits (17)	☐	☒
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)	☐	☒
Positive Behavioral Supports (19)	☒	☐
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)	☒	☐
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)	☒	☐
Project-Based Learning (22)	☐	☒
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)	☒	☐
Community-Based Curriculum, Pedagogy, and Projects (24)	☐	☒
Personalized Learning Plans (25)	☐	☒
Performance Assessments (e.g., capstones, portfolios, etc.) (26)	☐	☒
Advisory System to ensure every student has a home base / family group and an advisor who knows them well. (27)	☐	☒
Other: Prosocial activities: student-led clubs, intramural sports, etc. (28)	☒	☐
Other: Transportation services: bus stops, routes, school-provided transportation (29)	☒	☐

2.5.2. For the supports that you selected as part of your Community Schools Implementation Plan or Needs and Assets Assessment, please identify the following:

- a) Select the box in column A if you were already implementing a support prior to CCSPP and integrated it into your community schools work,
- b) Select the box in column B if you plan to expand partnerships during the planning and implementation period,
- c) Select the box in column C if training or professional development in that area will occur during planning and implementation.

Potential support <i>(copy and paste the supports that you identified as part of your Community Schools Implementation Plan / Needs and Assets Assessment -those answered "Yes" in the question above)</i>	Previously implemented and now integrated into the community schools work			Please select the primary funding source you are exploring to ensure the sustainability of this support.	If you selected "other" for the funding source, please specify:
	A. Previously implemented and now integrated into the community schools work	B. Plan to expand partnerships	C. Plan to provide training / professional development		
<i>e.g., Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)</i>	☐	☐	☐	<i>(Options see below)</i>	
Mental health Screening and Services	☒	☐	☐	Other	-Supplemental/Concentration -MOU with LEA partners
Nutrition Services and Support	☐	☒	☐	Other	-LCFF Base funding
Academic Support (tutoring, specialist, etc.)	☐	☒	☒	Other	-Supplementation/Concentration for Let's Go Learn training -Partnership grant through One Community Action
Counseling Center	☐	☐	☒	Other	-State funds (PD + Materials)

Parent Leadership Development and Opportunities	☒	☒	☐	Other	-Supplemental/concentration -CCSPP (contract with FSA for Parenting Classes)
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	☒	☒	☒	Other	-LCFF -Supplemental/concentration -CCSPP Interpretation via a handheld device for Mixtec population -LCFF- ParentSquare training for staff
Positive Behavioral Supports (19)	☐	☒	☒	Other	LCFF CCSPP- Incentives for good attendance/develop a reward system
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	☒	☐	☒	other	State Funding (Equity Multiplier)
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	☒	☐	☒	Other	LCFF
Culturally-Sustaining and Responsive Curriculum and Pedagogy	☒	☐	☒	Other	LCFF Base Funding

Other: Prosocial activities: student-led clubs, intramural sports, etc. (occurring before, during, or afterschool)	☒	☒	☐	Other	Equity Multiplier CCSPP - maybe more funds for materials for clubs (i.e. Robotic kits)
Other: Transportation services: city city bus stops, routes, etc	☐	☒	☐		N/A part of city bus routeN/A part of city bus route

*Note: *please add rows as needed. *Funding sources listed in the APR survey:*

- ☐ Children and Youth Behavioral Health Initiative (CYBHI)
- ☐ Learning-Aligned Employment Program
- ☐ Regional K-16 Education Collaboratives Grant Program
- ☐ California Economic Resilience Fund
- ☐ California Community Schools Partnership Program
- ☐ Golden State Pathways Program
- ☐ Expanded Learning Opportunities Program
- ☐ Dual Enrollment (College and Careers Access Pathways Grant)
- ☐ CaliforniansForAll Youth Jobs Corps
- ☐ CC Strong Workforce
- ☐ K-12 Strong Workforce
- ☐ HE Basic Needs Funding
- ☐ Educator Effectiveness Block Grant
- ☐ TK and California State Preschool Program
- ☐ High Road Training Partnerships
- ☐ Learning Recovery Emergency Block Grant
- ☐ A-G Completion Improvement Grant Program
- ☐ Other

2.6. CCSPP Goals and Actions

As part of the CCSPP application and implementation process, the school's shared leadership structure prioritizes the topics, goals, and/or challenges emerging from the deep Needs and Assets Assessment that you referenced in the previous section. These topics, goals and/or challenges should form the initial focus areas for transformation for the community schools work. We understand these are the early years of planning and as such it is likely that learning might be centered around CCSPP processes, while outcomes might take longer to be fully achieved. This is expected and we encourage you to be honest in your responses to capture growth over the period of the grant.

In identifying goals and actions, consider the major components of the community schools approach, as outlined in the California Community Schools Framework and identified in the [Whole Child and Family Supports Inventory](#) in the previous page (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.).

Cohort 2

2.6.1.b.Goals and Actions (use terminology from LCAP) refer to 2.5.2 (how is it aligned with above goals...i.e. Nutrition support, academic tutoring, etc)

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 4 above.

	Description	Brief explanation of how the LEA has developed this goal and whether it relates to the Needs and Assets Assessment.	(Optional) Brief explanation of the action(s), if any, that you took in the SY 2023-2024 to plan for and/or to support meeting this goal.
Goal 1	Positive & Restorative School Climate	Analysis of the school data from the 2023-24 academic year revealed that the current	We have identified promising strategies and have begun to discuss ways to incorporate them in order to strengthen

	Through the implementation of targeted initiatives fostering positive relationships, student connectedness, and amplifying student voice, Fitzgerald Community School will reduce rates of suspension. We will focus on: •Implementing restorative practices •Student-led initiatives •Training for staff in the areas of Trauma Informed Care (ACEs), and Classroom De-escalation •Developing a student incentive program (PBIS) •Campus beautification •Creating a calming space for students that will include both a reactive and a proactive space.	suspension rate stands at 39.3%, indicating a significant need for intervention to ensure students remain engaged in instruction and have access to resources. Additionally, the 2023-24 California Healthy Kids Survey further highlighted concerns raised by students regarding their sense of connectedness, meaningful participation, and availability of caring adult relationships within the school community. In all of these areas, less than 50% of the students strongly agree or agree that they feel connected to school (35%), participate meaningfully (38%), and have a caring adult at school (48%). Furthermore, this goal aligns with LCAP's Goal #5, which also aims to reduce suspension rates.	the culture and climate of Fitzgerald so that students are more engaged in learning and less likely engaged in behavior that results in exclusionary discipline. Some of the identified strategies are Restorative Practice Circles and Peer Mediation activities.
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Goal 2	Community & Family Engagement Fitzgerald will foster a higher level of family engagement for families to be involved in decision-making, as well as opportunities to participate in educational workshops. We will focus on: •Facilitating Parent Leadership classes to increase parent involvement in school through shared decision-making processes •Increasing the collaboration with community agencies for parent nights •Offering educational workshops for parents and other adults in the community including parenting skills, ESL, and Financial Literacy •Enhancing communication between the school and families through Parent Square and referral services.	Analysis of our parent survey data conducted on 5/14/2024, demonstrated that 63.15% of the parents surveyed expressed a desire to participate in school-related activities, and 73.68% wanted to attend workshops. This data is based on 30.15% of our parents being surveyed (19 out of 63). Additionally, the parent focus group conducted on 3/20/2024 revealed that parents want a stronger connection with school and wish to volunteer. As well, data from the staff survey showed that 100% of staff believe that more parent involvement is needed at our school. From our focus group meetings and surveys with students as well as families, we have identified the need for referral services to help build stronger relationships between schools and families by showing a commitment to supporting the whole family, not just the student.	In 2023-2024, we provided 11 opportunities for parent engagement: 9 Parent workshops and 2 school events. These workshops were held in collaboration with the following community partners: •Promotoras •One Community Action During these events, we provided opportunities for parents to provide recommendations for Community Schools through surveys and focus groups.
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		Furthermore, this goal aligns with LCAP's Goal #2, which prioritizes parent engagement and emphasizes the importance of engaging and supporting the entire family to address barriers to learning and student success.	
Goal 3	Integrated Student Support Students will be provided with integrated student support services to address individual needs and to help them in overcoming barriers impacting their education. We will focus on: •Creating Professional Learning Communities (PLC) teams to authentically engage staff in schoolwide making decisions and department-level curriculum development. • Adding a new English Language	Analysis of student survey data conducted on May 17, 2024, reports that 40.90% of the students feel stressed at school. In addition, student focus groups conducted on April 15, 2024, revealed that 54% of students did not feel respected or heard in the classroom and expressed a desire for a safe place to talk about their emotions. Similarly, data from the parent survey conducted on May 14, 2024, showed that parents believe our school should provide more services to better serve their children. Additionally, a parent focus group conducted on March 20,	In order to meet the goals of providing Integrated Student Supports, our team developed the following: •Implemented the Intervention Team of counselors to provide improved wraparound services to students. •Held bi-monthly meetings for the Intervention Team to identify students with academic or behavioral needs (MTSS model). •Piloted the de-escalation room concept, which has proven effective. •Planned to focus on improving the de-escalation room space in the upcoming school year. •Incorporated bi-monthly PLC meetings for staff to collaborate across content areas. •Adopted a new ELD curriculum and scheduled Professional Development to

	Development (ELD) curriculum • Creating project-based learning opportunities • Implementing mental health screening and support strategies. • Increasing group counseling services Through these steps, Fitzgerald Community School seeks to create a supportive ecosystem that fosters student well-being and academic achievement.	2024, requested more services for students and additional counseling services. Moreover, a staff focus group conducted on March 26, 2024, revealed that staff see a need for more emotional support for students and an alternative space for students to learn, study, and cool down. Furthermore, we developed this goal in alignment with LCAP Goal #2, which aims to provide students with services to address individual needs and to support students in overcoming barriers impacting their education. LCAP also states that it is evident that Fitzgerald Community School serves a student population facing significant challenges, often stemming from trauma experienced before enrollment.	help with the implementation next year.
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2.6.2.b. Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals mentioned above in the CCSPP.

As you fill in this question, please also consider how each goal and action influences CCSPP outcome areas including:

- School attendance rates
- Chronic absenteeism rates
- Pupil suspension rates
- School climate surveys

Please provide baseline data on the indicators that are relevant to each of your developed goals.

- Pupil expulsion rates
- Middle school dropout rates
- High school dropout rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Other locally determined measures

	Metric(s)	Baseline (SY 2022-2023)
Goal 1: Positive & Restorative School Climate	The percentage of students suspended one or more days (suspension rate)	SY 22-23 (dataquest): 17.0% of students were suspended for one or more days. SY 23-24 (Aeries): 39.3% of students were suspended for one or more days.

Goal 1: Positive & Restorative School Climate	The percentage of students who report having a caring adult at school. (CA Healthy Kids Survey)	SY 22-23: 39% of students indicated they have caring adult relationships. SY 23-24: 48% of students report having a caring adult at school.
Goal 1: Positive & Restorative School Climate	The percentage of students that strongly agree or agree to feeling connected to school.	SY 22-23: 42% SY 23-24: 35% of students strongly agree or agree to feeling connected to school.
Goal 2: Community & Family Engagement	The percentage of parents attending Parent Information Nights.	SY 2022-23: 22% of parents attended Parent Information Nights. SY 23-24: 21% of parents attended Parent Information Nights and workshops.
Goal 2: Community & Family Engagement	The percentage of parents/guardians who are contactable through Parent Square.	SY 2022-23: 77% of parents are contactable through Parent Square.

		SY 2023-24: 95% of parents are contactable through Parent Square. All parents have signed up for Parent Square.
Goal 3: Integrated Student Support	The percentage of students who are attending school on a daily basis.	SY 2023-24: 81.5% of students attended school on a daily basis.
	The percentage of students who receive counseling services.	SY 2023-24: 84% of our students received counseling services.

2.6.3. Goal Analysis

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming year (SY 2024-2025) that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal as well as identified barriers or challenges and any solutions you developed. We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Upon reflection of the 2023-24 school year, we have found that we need to address the effectiveness of our staff collaboration while creating a Positive & Restorative School Climate to positively impact student outcomes. Through our PLC discussions and staff meetings, it is evident that there is significant room for growth in how our teachers, counselors, teaching assistants, administration, and other support staff work together to improve the overall goals of becoming a Community School.

Moreover, we need to increase the opportunities for parents and families to become involved in the development of our school culture and climate. By engaging our community of parents, Community Based Organizations (CBO), businesses, and other outside agencies, we hope to continue our involvement of families in schoolwide matters.

Similarly, we added the Integrated Student Support goal based on insights gathered from the needs and assets assessment conducted during the second semester of the 2023-24 school year. This assessment gave us an understanding of the unique needs of our students and provided us with insights into the challenges faced by our student population. It highlighted the necessity of approaching students' needs from a holistic perspective to help them overcome obstacles and thrive both academically and personally.

Additionally, through our PLC work, we will address the fluid nature of students attending Fitzgerald and we will work to develop proactive measures to support them with their academic and career goals.