

# Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Barbara County Community School	42-30207	March 23, 2022	May 5, 2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

## 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

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 Parent Student Advisory Committee (PSAC) meets quarterly to provide input and guidance.

## Goals, Strategies, & Proposed Expenditures

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

### Goal 1

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

### Basis for this Goal

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 37.84% of our student population identified as English Language learners.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC Reports	25% increase by one level or more	This is a new Expected Outcome. 30% increase by one level.
Reclassification Rate	3.3% Community	6.3%
Training sign-in sheets	100%	100% of JCCS teachers will continue to participate in professional learning specific to English Learners, including continued study of the ELA/ELD Standards, and will continue to utilize assessment results to inform instructional practice to enable ELs to access the CCSS and ELD standards.

## PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following 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

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.)

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	Title 1, Part D
Budget Reference(s)	2100-2140; 3100-3900
Amount(s)	\$390
Source(s)	LCFF
Budget Reference(s)	5200

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

English Learners

### Strategy/Activity

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)

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	2100; 3100-3900

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

English Learners

### Strategy/Activity

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)

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	2100; 3100-3900

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

## English Learners

### Strategy/Activity

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)

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	Title 1, Part D
Budget Reference(s)	2100; 3100-3900

## Goal 2

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Diagnostic Online Reading Assessment (DORA)	0.70 Grade Level Growth	1.0 Grade Level Growth
JCCS Writing Assessments	20%	2% increase above baseline
CAASPP results	18% Due to the Pandemic CAASPP was not administered in 2019-20, therefore the baseline is from the 2018-19 administration.	1% increase above baseline

## PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following 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

SBCEO will continue to provide Teaching Assistants to provide greater access to direct instruction course offerings. (LCAP 1.a.)

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	2100; 3100-3900

**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

JCCS teachers and teaching assistants will continue engaging in professional development in the practice of Instructional Rounds toward improved practice and calibration. The JCCS Director and CBL Workgroup will continue to guide program implementation. (Aligned with LCAP Goal 1.a)

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100; 3100-3900

### 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

JCCS teachers and teaching assistants will continue administer the Diagnostic Online Reading Assessment (DORA) upon entry and review results to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a)

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100; 3100-3900
Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	2100; 3100-3900

### 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

JCCS Teachers and teaching assistants will administer Smarter Balanced Interim Assessments and use results to inform instruction. (Aligned with LCAP Goal 1.a)

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100; 3100-3900
Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	2100; 3100-3900

### 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

Los Robles teachers and teaching assistants will continue to offer Homework Club to provide greater instructional support and access to credit recovery coursework. (Aligned with LCAP Goal 1.a)

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100; 3100-3900
Amount(s)	No additional cost; part of staff duties
Source(s)	Title I, Part D
Budget Reference(s)	2100; 3100-3900

### 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

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)

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100,1300; 3100-3900

**Goal 3**

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

**Basis for this Goal**

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.

**Expected Annual Measurable Outcomes**

Metric/Indicator	Baseline	Expected Outcome
CAASPP results	0%	Increase by 1 point from baseline
Adaptive Diagnostic Assessment of Mathematics (ADAM)	0.63 Grade Level Growth	1.0 Grade Level Growth
Training Sign-In Sheets	100%	100%

**PLANNED STRATEGIES/ACTIVITIES**

Complete a copy of the following 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

**Strategy/Activity**

JCCS teachers and teaching assistants will engage in math strategies professional development in order to support student’s ability to access mathematics curriculum.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100; 3100-3900
Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	2100; 3100-3900

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

All

**Strategy/Activity**

JCCS Teachers and teaching assistants will administer Smarter Balanced Interim Assessments and use results to inform instruction. Aligned with LCAP Goal 1.a)

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100; 3100-3900

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

Los Robles teachers and teaching assistants will continue to offer Homework Club to provide greater instructional support and access to credit recovery coursework. (Aligned with LCAP Goal 1.a.)

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100; 3100-3900
Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	2100; 3100-3900

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

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)

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100; 3100-3900
Amount(s)	No additional cost; part of staff duties
Source(s)	Title 1, Part D
Budget Reference(s)	2100; 3100-3900

### Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

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.)

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100; 3100-3900
Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	2100; 3100-3900

## 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.

### Basis for this Goal

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.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism	38.8%	Decrease by .5%
Attendance rate	68.8%	Increase by .7%
Suspension rate	2.7%	Decrease by .5%
Individual Counseling	95%	Increase by .5%
Group Counseling	90%	Increase by .5%

## PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following 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

SBCEO will provide a full time 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.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$45,000
Source(s)	Title 1, Part D
Budget Reference(s)	5800

## 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

JCCS teaching assistants will continue to provide academic and behavioral supports based on student need.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100; 3100-3900

## 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

JCCS staff will work with Fighting Back Santa Maria to identify site specific strategies to proactively resolve conflict and teach students skills to self-regulate behaviors when out of the "OK Zone" in order to deescalate conflict.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100; 3100-3900
Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	2100; 3100-3900

# Goal 5

SBCEO, in agreement with the local school districts in northern Santa Barbara County, is committed to transitioning students through the JCCS system and back into the most appropriate educational setting upon their release.

## Basis for this Goal

Provide a successful transition for youths; continuity of students' academic career, collaboration among agencies, facilities, families, and community stakeholders to ensure students are transitioned to the most appropriate school setting based on their individual needs.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Transition Log (parent; district contact)	100%	100%

# PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following 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

Upon enrollment the Office Assistant reviews data in CALPADS for previous school attendance, language status, and any special services.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	2400; 3100-3900

## 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

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 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.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	1100, 2400; 3100-3900

**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

Upon release, Office Assistants update the transcripts with credits earned in court schools and forward to receiving school district.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No additional cost; part of staff duties
Source(s)	General
Budget Reference(s)	2400; 3100-3900

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

## Goal 1

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

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Reports	25% of students who tested with us for two consecutive ELPAC cycles will make progress toward proficiency	0% It should be noted that 3 of the 7 students raised their overall scores, but not enough to increase their level.
CDE Reclassification Rate	3.6%  It should be noted that with our transient population, we have completely different students from one year to the next.	Reclassification Rate: 9.1%
Training Sign-In Sheets	100% of teachers participated in professional development specific to English Learners.	100% of teachers participated in professional development specific to English Learners.

### STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS Teaching Assistants will attend English Language Proficiency Assessments for California (ELPAC) training	The EL Strike Team consists of a teaching assistant at each site. In January 2021, they completed the MOODLE	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties



Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
to ensure administration and scoring practices are aligned and calibrated with state requirements. (aligned to LCAP 1.d.)	course which included calibration exercises in the administration of the ELPAC.		

### Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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.)	Through a combination of the adopted EL Companion textbook and Newsela supplemental articles teachers and teaching assistants provided students with multiple opportunities in structured academic discussion, and scaffolded writing techniques.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teaching assistants will continue to assist teachers to incorporate ELD strategies that promote linguistic and academic proficiency into Character	The CBL Workgroup met every other month to identify ELD strategies to incorporate into our CBL lesson plans. CBL workgroup members debrief teaching staff on	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Based Literature (CBL) lessons. (aligned to LCAP 1.d.3)	workgroup meetings during weekly staff meetings ensure consistent implication of ELD strategies throughout court schools.		

### Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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 two 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.4)	100% students who were eligible to be reclassified in 2020-21 were reclassified. Progress of EL/RFEP students was routinely discussed at weekly staff meetings to ensure students continued to receive needed supports.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

## ANALYSIS

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

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

In 2020-21, we added CBL progress and implementation to our weekly staff meetings devoting time to discuss student progress and best practices. We continued to discuss effective use of academic supports and ELD strategies in place for English Learners.

In addition, we upgraded from the free version of Newsela to the paid subscription. This subscription provided us with many additional features to complement our CBL program with non-fiction text aligned to ELA standards for informational reading or literature, this allowed teachers to focus on each student's individual skill development. All readings were offered at multiple levels so regardless of skill level students were able to approach rigorous texts confidently with real-time differentiation which allowed teachers to include all students in every lesson regardless of EL proficiency level.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We were thoughtful and deliberate in our efforts to assist students' English language development with the goal of reclassification. We take great pride in the fact that all eligible students were reclassified while enrolled in JCCS. This has proven to be a difficult task since we work with a mobile student population. We had a sub-set of students who took the ELPAC with JCCS for two consecutive years (7 students) and within that group an even smaller minority (2 students) were continuously enrolled during that time. We will continue our systematic approach in 2021-22 of assessing students upon entry and at the end of each trimester to receive targeted feedback to make meaningful adjustments in our instruction.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences.

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.

We identified a new metric for ELPAC assessments based on 2020 and 2021 ELPAC outcomes. (change noted in Strategy/Activity 1)

## Goal 2

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

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Diagnostic Online Reading Assessment (DORA)	This is a new baseline	.7 Grade level increase
JCCS Writing Assessments	20%	46%
CAASPP results	19%	14%

## STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
SBCEO will continue to provide Teaching Assistants to provide greater access to direct instruction course offerings. (LCAP 1.a.13)	In 2020-21, SBCEO funded three Teaching Assistants allowing for smaller class size and more individualized instructional support. Two positive outcomes from a higher student to teaching staff ratio include a reduction in negative behaviors and additional time for individualized instructional support.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

### Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teachers and teaching assistants will continue to implement Character Based Literacy and work toward improved practice and calibration. The JCCS Director and CBL Workgroup will continue to guide program implementation. (Aligned with LCAP Goal 1.a.4)	On July 30, 2020, held a virtual "Back to School" meeting, which included a review of essential standards taught during CBL. CBL progress and implementation is discussed at weekly staff meetings to ensure consistent implementation throughout all JCCS classrooms.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teachers and teaching assistants will administer the DORA assessment upon entry and review results to make placement decisions and inform instruction. (Aligned with LCAP Goal 1.a.9)	All students were assessed with DORA upon entry into a JCCS school. These scores were used to create each students' Individualized Learning Plan (ILP) and determine course placement. DORA is given at the end of each trimester to monitor progress.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

### Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS Teachers and teaching assistants will administer Smarter Balanced Interim Assessments and use results to inform instruction. (Aligned with LCAP Goal 1.a.10)	JCCS teachers and teaching assistants administer Smarter Balanced Interim Assessments to students throughout the year and utilize these results in their classrooms. The CBL Workgroup identifies IAB's to be administered in the spring, and results were analyzed JCCS-wide.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

## ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

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

In 2020-21, we added CBL progress and implementation to our weekly staff meetings devoting time to discuss student progress and best practices. We continued to discuss effective use of academic supports and ELD strategies in place for English Learners.

As we mentioned in the analysis of goal 1, we upgraded our Newsela subscription so we could offer more in-depth non-fiction readings. These additional resources enabled us to further differentiate instruction for individual students to deepen their understanding of the assigned text.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As delineated in the "Actual Actions/Services" sections above, we were successful in implementing the identified work needed to achieve Goal 1. We were able to meet one of our "Metrics/Indicators" but, not all three metrics. We attribute part of this to the fact that we are measuring completely different students from year to year, and due to our small and declining population, each students' information is weighted more heavily when calculating percentages. Our analysis clearly shows that our met outcomes were tied to student success and helped improve our effectiveness in meeting the needs of our JCCS population. In the 2021-22 school year we will continue to fine-tune the specific strategies into our CBL lesson plans that will increase student achievement in ELA. We will place additional focus on outcomes that were not met.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences.

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 have been made to Goal 2.

## Goal 3

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

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP results	1%	0%
Adaptive Diagnostic Assessment of Mathematics (ADAM)	0.63 Grade Level Growth	.27 grade level increase
Training Sign-In Sheets	100%	100%

### STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teachers and teaching assistants will engage in math strategies professional development in order to support students ability to access math curriculum.	The Math Workgroup was unable to meet in person during the 2020-21 school year due to pandemic restriction. Instead, professional development focused on Google Classroom implementation. All staff attended an introductory training on 7/31/2020 during "Back to School" with two-hour follow-up sessions on 8/19/2020 and 8/21/2020.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

### Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS Teachers and teaching assistants will administer Smarter Balanced Interim Assessments and use results to inform instruction. Aligned with LCAP Goal 1.a.10)	JCCS teachers and teaching assistants administered Smarter Balanced Interim Assessments to their students throughout the year and utilize these results in their classrooms.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
JCCS teachers and teaching assistants will continue to administer the ADAM upon entry and review results to make placement decisions	Upon entry into a JCCS school all students are given ADAM. These scores are used to create each students' Individualized	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
and inform instruction. (Aligned with LCAP Goal 1.a.9)	Learning Plan (ILP) and determine course placement. ADAM is given every at the end of every trimester to monitor progress and make needed corrections, as necessary.		

## ANALYSIS

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

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

JCCS was unable to convene regular Math Workgroup meetings due to pandemic restrictions, instead our focus was shifted to planning and implementing a quality Distance Learning program to our students. Time was devoted during each staff meeting to fine-tune Distance Learning and then in October and December we started to plan our return to in-person instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our CAASPP goal was not achieved, we attribute this to several factors including; the majority of students enrolled in JCCS, 83%, 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; JCCS teaches a mobile student population, therefore rarely assessing the same students year to year making it difficult to compare annual scores. JCCS acknowledges that even with these difficulties we need to do a better job preparing our students. In 2021-22 we will continue professional development using SBCEO mathematics training and coaching to expand teaching strategies in mathematics. JCCS will continue to use “Let’s Go Learn” as a math intervention to “fill in” educational gaps in mathematics. Lastly, interim assessments will be administered on a monthly basis. We are confident this added emphasis on foundational skills and increased familiarity with CAASPP assessments will ultimately increase student achievement in math.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences in this section.

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 have been made to Goal 3.



# 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.

## ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcome	Actual Outcomes
Chronic Absenteeism	16.2%	0%
Attendance rate	76.1%	68.8%
Suspension rate	5.03%	2.7%
Individual Counseling	95%	68%
Group Counseling	90%	75%

## STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
SBCEO will provide a full time Youth Support Specialist (YSS) who will provide individual sessions on an as-needed/ basis. The YSS will also teach group sessions in a variety of topics up to and including: peer mediation, conflict resolution, making healthy choices, gang awareness, etc.	The YSS Counselor teaches group twice a week to each of the three classes at FitzGerald Community School using the "Reconnecting Youth" for a total of six sessions per week. In addition, the YSS meets with students individually on an as-needed basis for a variety of issues from crisis mediation to therapeutic counseling sessions.	\$55,000	\$55,000

### Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>JCCS teachers and teaching assistants will continue to provide academic and behavioral supports based on academic need.</p>	<p>JCCS teaching assistants make a concerted effort to get to know their students well and are able to use this knowledge to individualize the assistance provided to students and support them as they transition through JCCS programs and back to their schools of residence. Our teaching assistants are invaluable members of the instructional staff, providing individualized support for students in both academics and behavior/emotional situations.</p>	<p>No additional cost; part of regular staff duties</p>	<p>No additional cost; part of regular staff duties</p>

### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>JCCS administrators and staff will work with Fighting Back Santa Maria to identify site specific strategies to proactively resolve conflict and teach students skills to self-regulate behaviors when out of the "OK Zone" in order to deescalate conflict.</p>	<p>Training with Fighting Back Santa Maria in 2018 and 2019 proved to be an invaluable resources since everyone experienced some form of trauma from COVID-19. Teaching staff were able to teach their students grounding techniques and routinely reminded students to use these techniques when students returned to school for in-person instruction. When students were unable to self-regulate they were given the opportunity</p>	<p>No additional cost; part of regular staff duties</p>	<p>No additional cost; part of regular staff duties</p>

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	to meet with the SBT for additional help.		

## ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

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

This goal ended up being much more important than in previous years due to the community-wide trauma caused by stay-at-home orders, food insecurities, and a rise in domestic violence. The FitzGerald school population already had over a 90% low-income rate prior to the shutdown and when students returned for the 2020-21 school year this increased to 100%.

We passionately believe that strong personal relationships are foundational to helping students reach positive academic, social and emotional outcomes, however, we understand that many students need additional supports. We have spent considerable time working to enhance our tiered system of support. We have worked diligently to improve our skills around restorative practices and trauma informed care, and for students needing intensive levels of intervention we have worked to enhance our collaborative treatment team processes and individual counseling supports. By providing multi-tiered, evidence based, data-driven systems of academic and behavioral supports, we believe student outcomes will improve and suspension rates and levels of chronic absenteeism will be reduced.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As delineated in the "Actual Actions/Services" sections above, we were successful in implementing the identified work needed to achieve Goal 4. The majority of our "Metrics/Indicators" were met, however, we were short of reaching our attendance and counseling rate.

After so many months of being able to simply log-in to a computer for school many of our students found it difficult to come to school routinely, while we fell short of our goal we are still proud of the work we did to slowly increase attendance throughout the school year. Not all students were willing to open up to the counselor through tele-health. This can be attributed to a variety of factors such as not having a private space at home to meet with the SBT while on Zoom as well as the inability to form a strong bond with someone who you are only seeing through a computer screen. Again, we saw these numbers improve once we were back in person.

We believe that our met outcomes were tied to student success and helped improve our effectiveness in meeting the needs of our JCCS population, and we will place additional focus on outcomes that were not met.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences.

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 were made to Goal 4.

## Goal 5

SBCEO, in agreement with the local school districts in northern Santa Barbara County, is committed to transitioning students through the JCCS system and back into the most appropriate educational setting upon their release.

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Transition Log (parent; district contact)	100%	100%

### STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Upon enrollment the Office Assistant reviews data in CALPADS for previous school attendance, language status, and any special services.	100% of students who entered court schools during the 2020-21 school year had their CALPADS records reviewed and updated, transcripts requested from the previous schools, and a course of study developed for graduation.	No additional cost; part of regular staff duties	No additional cost; part of regular staff duties

#### Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>While the student is enrolled at the community school 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 student and school placement options. At the end of each grading period teachers provide school district personnel with an updated progress to date. Parents are consulted to review child's academic progress, graduation status, and school placement options available through the home district.</p>	<p>JCCS staff do an excellent job to ensure all students enrolled have a seamless transition. All students had an ILP developed to make sure they were on track to graduate. 100% of 11<sup>th</sup> and 12<sup>th</sup> graders were reviewed to see if they qualified for the AB 2306 exemption. college.</p>	<p>No additional cost; part of regular staff duties</p>	<p>No additional cost; part of regular staff duties</p>

### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>When students are exited from the community school the Office Assistant updates the transcripts with credits earned n JCCS. Transcripts and most recent assessment data are then forwarded to receiving school district.</p>	<p>100% of 8<sup>th</sup> grade and 73% of high school students were successfully transitioned to their home school in 2020-21. All students' transcripts were updated and forwarded to the receiving school.</p>	<p>No additional cost; part of regular staff duties</p>	<p>No additional cost; part of regular staff duties</p>

## ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

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

Student transition is a priority for JCCS and the process has been fine tuned over the years. JCCS staff are on a first name basis with personnel at the eight schools in northern Santa Barbara county that refer students to FitzGerald. The ability to make personal contact when information is needed has proven to be a successful strategy.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

JCCS considers transition as a process that begins on the first day of enrollment. By updating records immediately upon enrollment and having ongoing, continuous communication with referring districts we have been very successful transitioning students into JCCS and back into their home school. When a student has completed their required conditions and are ready to transition back to their district, a meeting is held with the parent, the teacher and district personnel to determine the most appropriate placement possible.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences in this section.

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 are planned.

## Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 229,209.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 45,000

### Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I, Part D, Subpart 2, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	\$45,000
Title II, Part A Supporting Effective Instruction ESSA	\$3,809

Subtotal of consolidated federal funds for this school: \$ 48,809

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Not Applicable	\$0

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

Total of consolidated (federal, state, and/or local) funds for this school: \$ 48,809

# Addendum

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The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.



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

## **Instructions: Linked Table of Contents**

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

## **Goals, Strategies, & Proposed 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**

State the goal. 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? A school may number the goals using the "Goal #" for ease of reference.

### **Basis for this Goal**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## **Expected 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 be make in the coming year.

## **Planned Strategies/Activities**

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

## **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

## **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

## **Budget Summary and Consolidation**

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and

- d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

# **Appendix B: Select State and Federal Programs**

## **Federal Programs**

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

## **State or Local Programs**

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program