Cecilia A. Massetti, Ed.D.
Superintendent of Schools

Agenda Item 8.5

Board of Education Action Item
August 11, 2020

Topic:
Approval of Title I Single Plan for Student Achievement (SPSA)

8.5.1 Pioneer Technical Center
8.5.2 Madera County Independent Academy
8.5.3 Madera County Superintendent of Schools for Court and Community
8.5.4 Madera County Superintendent of Schools for Gould Educational Center

Background:
The Single Plan for Student Achievement (SPSA) is a document that represents a school's cycle of continuous improvement of student performance. Annually, our school site councils develop, review, and update the SPSA. The review includes a comprehensive look at data and the development of actions necessary to achieve school goals. The plan also addresses funding and proposed expenditures related to state and federal categorical programs. Each year, the School Site Council and the Madera County Board of Education approve the SPSA for each site required to prepare a plan.

In support of strengthening student academic achievement, each local educational agency (LEA or school) that receives Title I, Part A funds or Title I, Part D must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy).

The school-parent compact is a written agreement between teachers, parents and students. A document clarifies what families and school can do to help children reach high academic standards. Every school receiving Title I Funds must develop a compact. It is a written commitment indicating how all members of a school community agree to share responsibility for student learning.

Financial Impact:
$326,135

Resource:
Scott Ellingson
Principal,
Pioneer Technical Center

Jessica Drake
Executive Director,
Student Programs and Services

Hugo Sanchez
Program Director,
Career Technical & Alternative Education Services

Recommendation:
Approve the Title I Single Plan for Student Achievement (SPSA)

School Year: **2020-21**

8.5.1

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date

Purpose and Description

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

Comprehensive Support and Improvement

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

SPSA Highlights - Identify and briefly summarize the key features of this year's SPSA.
The Pioneer Technical Center SPSA focuses on three major goals:
1. PTC students will achieve higher levels of learning to prepare them to be college and career ready. A focus will be on professional development for staff, support to EL students and a review of curriculum to address the needs of the PTC students.
2. PTC will provide resources, staff training and services to improve the social and emotional well-being of each student to provide a safe learning environment. PTC will provide counseling support, opportunities for student engagement and extensive support for foster youth in the program.
3. PTC will encourage greater stakeholder participation and input by developing meaningful relationships with parents and family. A focus will be on improving outreach and communication with parents to improve home to school collaboration.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....2
Comprehensive Needs Assessment Components 4
Data Analysis 4
Surveys 4
Classroom Observations....4
Analysis of Current Instructional Program....4
Stakeholder Involvement 7
Resource Inequities 8
School and Student Performance Data 9
Student Enrollment....9
CAASPP Results....11
ELPAC Results 15
Student Population....18
Overall Performance 19
Academic Performance....20
Academic Engagement....27
Conditions & Climate....31
Goals, Strategies, & Proposed Expenditures....33
Goal 1....33
Goal 2....41
Goal 3....49
Budget Summary 53
Budget Summary 53
Other Federal, State, and Local Funds 53
Budgeted Funds and Expenditures in this Plan 54
Funds Budgeted to the School by Funding Source....54
Expenditures by Funding Source 54
Expenditures by Budget Reference 54
Expenditures by Budget Reference and Funding Source 54
Expenditures by Goal....55
School Site Council Membership 56
Recommendations and Assurances 57
Instructions....58
Instructions: Linked Table of Contents....58

Purpose and Description 59
Stakeholder Involvement 59
Resource Inequities 59
Goals, Strategies, Expenditures, & Annual Review 60
Annual Review 61
Budget Summary 62
Appendix A: Plan Requirements 64
Appendix B: 67
Appendix C: Select State and Federal Programs 69

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

PTC Madera and Chowchilla communities were all given surveys in English and in Spanish. 35% percent of parents surveys were returned on 5/22/20. Key findings were: 95-96% of parents agreed that school counselors, teachers, and administration were available to meet or make contact, 96% of parents agreed that their child talks with them about his or her school, and 95% of parents agreed that the school is a safe environment for their child. 33% percent of parents reported not having access to a working computer and 25% stated they do not have Internet or WiFi access at home. 33% percent of parents also felt the curriculum was not challenging or rigorous enough for their child.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Scheduled formal observations are conducted by site principal according to teacher contract. Informal observations are conducted on a weekly basis.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

California State Testing (CAASPP) and ELPAC Testing were cancelled this year by Governor Gavin Newsom due to the COVID - 19 School Closures. Local measures for student achievement include Common Formative Assessments: iReady; which includes initial diagnostics The LAS Links program was also used for our EL population to analyze Reading, Writing, Speaking and Listening skills. These diagnostics and intervention tools were put into place in the 2019-20 school year and will continue into the 2020-21 school year as well.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

LAS Links and iReady are being implemented to provided student information about areas of proficiency and improvement on an individual level. Teachers provide work to help build proficiency in improvement areas shown by student assessments. LAS Links also helps focus intervention for ELD students within the ELD class to help with skills needed for potential reclassification.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meets ESEA standards.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Staff at Pioneer Technical Center received and will continue to receive ongoing professional growth and development in many areas (Tech integration, ELA, Student-Engagment, ELD, etc.) for the 2019-20 school year. For the 2020-21 school year, the focus of PD will be on ELA and ELD instruction.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Alignment of staff development correlates directly to the Dashboard results of 2018-19, lack of growth in ELA (18-19% proficient) and the EL non-reclassifications for the past 3 years (2016-19) of EL students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MCSOS contracted two specific Academic Coaches for the 2018-20 school year; Mr. Kirk Delmas for ELD instruction, and Mr. Scott Ellingson for Math / Science and student engagement. Mr. Ellingson was hired as the new Principal at Pioneer Technical Center Madera on March 1st, 2020 as the former Principal, Mr. Alan Macedo, was promoted to Program Director of the Career and Alternative Educational Services division of MCSOS. As Mr. Delmas and Mr. Ellingson are both content specialists, they have changed their roles and the ELA / ELD training services will be taken over by Mrs. Danielle Ross, in ongoing and weekly staff professional growth and development for the year 2020-21.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school year 2020-21 will be divided into weekly (Fridays 7:30 - 8:45 a.m.) grade-level or content level Professional Learning Communities (PLC) for teachers to collaborate and disaggregate data to better inform and drive instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers at PTC teach to the CCSS standards using a variety of curriculum. This year, PTC will focus on aligning the supplemental ELA ELD curriculum on the CCSS standards as well. All PD focus has included LCAP, WASC, SPSA and CCSS standards alignment.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

PTC is Charter School 9-12 program in Madera and 7- 12 in Chowchilla. Instructional minutes are in alignment with California Education Code minimum for credit recovery and graduation.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

PTC is a Charter School 9-12 program in Madera and 7-12 in Chowchilla. Both programs allow for flexibility in students having access to intervention. The current program utilized is iReady; which includes a standards-based intervention program for students with identified subskill weaknesses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Curriculum is being reviewed by the CAES Curriculum Committee and target focus areas supplemented with CCSS aligned curriculum. Next year's focus will be on StudySync ELA / ELD roll-out.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students at PTC have availability to standards-based instructional materials appropriate to their grade level. Curriculum is being reviewed by the CAES Curriculum Committee and target focus areas supplemented with CCSS aligned curriculum. Next year's focus will be on ELA / ELD.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students are provided direct instruction in the Independent Studies Program at PTC. However, there is a Blended / Seat-time (BIS) model that allows students to receive additional support, outside of the Full Independent Studies (FIS) 1-hour appointment schedules that our Independent Studies model operates. Students are allowed and encouraged to stay longer than their scheduled appointments to ensure they receive the additional supports needed to meet standards.

Evidence-based educational practices to raise student achievement

1) All Professional Growth and Development is based on student achievement needs / and staff input based on evidenced-based practices.
2) All supplemental curriculum is reviewed by the CAES Curriculum committee (formed in 2019-20) for additional curriculum purchases.
3) Technology integration has been coupled with ongoing group and individual supports by content specialists.
4) Focus on continued student achievement has not been compromised by the COVID-19 closures of 2020.
5) Ongoing "best-practices" are shared and reviewed at CAES PLCs, based on data disaggregation.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources are made available with 4-5 annually scheduled Parent trainings presented by CAES Counseling Dept.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Students, Staff and Parents received and responded to surveys given out prior to and during the COVID 19 school closures. Results were received and are included in this SPSA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical (Title 1) services provided for underperforming students include: Counseling,Teachers, Administrative support, Bilingual Services, ELD, Homeless support, Transportation, Supplies / equipment and software (Odysseyware.)

Fiscal support (EPC)

Fiscal support is provided by the Business Department from the Madera County Superintendent of Schools.

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

The process of creating the SPSA for PTC, strategic needs assessment and stakeholder meetings were scheduled and held during the 2019-20 school year. As the SPSA is an interim place-holder for the LCAP, the goals and actions remained aligned to ensure continuity for each document / action

plan. The process started with meetings, forms and surveys from staff, students and parents. Community participation outside of the SSC meetings, was minimal. Thus, parent perspective and feedback was impossible to gage at the mid-point of school. At the three CAES SSC meetings conducted, this process was discussed in meetings # 1 (9/12/20) and #2 (11/17/20) and #3 (1/30/20) but were unable to complete the school year with the COVID-19 pandemic, which closed schools on 3/13/20. As a result, the community was provided a survey in the student packets that were sent home during the 4th quarter. The feedback from these parent surveys = 28% for the PTC Madera school site and 50% for the PTC Chowchilla Site, with a 35% return rate overall for the CAES division. This information (see attachments) was invaluable in providing feedback for us to completing this document, without current data / results from SBAC / CAASPP / ELPAC testing 2019-20. Therefore, we were able to continue this process to the best of our ability, considering the current COVID-19 situation. The 2020-21 SPSA was presented and submitted for approval in a virtual CAES ZOOM SSC "Special Meeting #4" - which was held on Wednesday, 6/17/20 and a Special ELAC Zoom Meeting #5, held in Spanish. All SPSAs (MCIA, Endeavor / Voyager and PTC Madera and Chowchilla) were all approved by the CAES SSC meeting in preparation of the MCSOS Board Meeting for Approval in August 2020.

Resource Inequities

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

Based on the feedback provided from stakeholders, potential resource inequities include the following:

1) Access to Social / Emotional Support (School Psychologist is at 3 sites)
2) Access to Internet / technology at home (as shared by parent survey results)
3) Sharing of iReady Diagnostic / Assessment results / data with families (survey indicator)
4) Increase in rigor / relevance and challenging assignment (providing supplemental curriculum)
5) More College and Career Readiness (Emphasis past graduation from high school)
6) Adding potentially new Career and Technical pathways for students (Survey results)

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.61%	1.12%	0.86%	1	4	3
African American	2.45%	1.96%	2.02%	4	7	7
Asian	%	0.84%	1.44%		3	5
Filipino	%	%	0.29%			1
Hispanic/Latino	79.14%	73.18%	65.99%	129	262	229
Pacific Islander	%	%	0%			0
White	13.50%	11.17%	16.14%	22	40	56
Multiple/No Response	3.07%	9.78%	1.73%	5	35	40
			Total Enrollment	163	358	347

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 5	2	1	
Grade 6	1	5	
Grade 7	1		5
Grade 8	8	3	3
Grade 9	9	30	97
Grade 10	32	59	103
Grade 11	38	102	95
Grade 12	72	158	44
Total Enrollment	163	358	347

Conclusions based on this data:

1. We serve a diverse population that is primarily Hispanic.
2. Shifts in grade level density connects to the credit grade level re-designation that took place in the summer of 2019 for the 2019-2020 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	36	67	62	22.1%	18.7%	17.9%
Fluent English Proficient (FEP)	41	141	130	25.2%	39.4%	37.5%
Reclassified Fluent English Proficient (RFEP)	3	0	0	5.9%	0.0%	0.0%

Conclusions based on this data:

1. We have not reclassified any students over the past two years. Covid-19 cut the 19-20 school year short and right in the middle of ELPAC testing.
2. Over 54% of our students grew up in a home where English is not their first language.
3. All 55 EL Students took 3 of the 4 ELPAC exams this year (with the exception of the Speaking portion) prior to the COVID-19 close down on 3/13/20.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*			
Grade 6		*	7		*	7		*	7			100
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	12	*	*	11	*	*	11	*		91.7	
Grade 11	63	52	104	58	49	96	58	49	96	92.1	94.2	92.3
All Grades	81	73	116	76	69	108	76	69	108	93.8	94.5	93.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2412.3	*	*	0.00	*	*	0.00	*	*	18.18	*	*	81.82	*
Grade 11	2470.4	2441.8	2486.1	1.72	0.00	0.00	5.17	6.12	13.54	29.31	20.41	33.33	63.79	73.47	53.13
All Grades	N/A	N/A	N/A	1.32	0.00	0.00	6.58	4.35	12.96	31.58	21.74	30.56	60.53	73.91	56.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	18.18	*	*	81.82	*
Grade 11	3.45	2.04	3.13	39.66	34.69	42.71	56.90	63.27	54.17
All Grades	3.95	1.45	3.70	39.47	28.99	38.89	56.58	69.57	57.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	9.09	*	*	90.91	*
Grade 11	1.72	0.00	1.04	18.97	20.41	40.63	79.31	79.59	58.33
All Grades	1.32	0.00	0.93	25.00	18.84	40.74	73.68	81.16	58.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	45.45	*	*	54.55	*
Grade 11	1.72	0.00	5.21	63.79	51.02	60.42	34.48	48.98	34.38
All Grades	1.32	0.00	4.63	61.84	46.38	57.41	36.84	53.62	37.96

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	27.27	*	*	72.73	*
Grade 11	1.72	0.00	2.08	39.66	26.53	45.83	58.62	73.47	52.08
All Grades	2.63	0.00	2.78	43.42	26.09	43.52	53.95	73.91	53.70

Conclusions based on this data:

1. Over 90% of eligible students did take the CAASPP assessment

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*			
Grade 6		*	7		*	7		*	7			100
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	12	*	*	11	*	*	11	*		91.7	
Grade 11	63	52	105	58	49	96	58	49	96	92.1	94.2	91.4
All Grades	81	73	117	75	69	108	75	69	108	92.6	94.5	92.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2398.6	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*
Grade 11	2410.7	2396.4	2430.9	0.00	0.00	0.00	0.00	0.00	0.00	1.72	4.08	10.42	98.28	95.92	89.58
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	5.33	4.35	11.11	94.67	95.65	88.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	0.00	*	*	100.0	*
Grade 11	0.00	0.00	0.00	0.00	2.04	2.08	100.0	97.96	97.92
All Grades	0.00	0.00	0.00	2.67	2.90	1.85	97.33	97.10	98.15

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	18.18	*	*	81.82	*
Grade 11	0.00	0.00	0.00	15.52	12.24	37.50	84.48	87.76	62.50
All Grades	0.00	0.00	0.00	21.33	11.59	35.19	78.67	88.41	64.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	0.00	*	*	100.0	*
Grade 11	0.00	0.00	0.00	31.03	26.53	28.13	68.97	73.47	71.88
All Grades	0.00	0.00	0.00	33.33	26.09	27.78	66.67	73.91	72.22

Conclusions based on this data:

1. For the past three years, no student tested at Above Standard
2. 98% if students test below standard on Concepts and Skills.
3. There was an almost 10% drop in below standard Overall between 2016 and 2019.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 5	*	*	*	*	*	*	*	*
Grade 6		*		*		*		*
Grade 9	*	1531.9	*	1534.7	*	1528.5	*	20
Grade 10	*	1546.2	*	1545.8	*	1546.1	*	18
Grade 11	*	1561.6	*	1562.4	*	1560.2	*	17
Grade 12	1540.4	1553.9	1537.7	1563.3	1542.8	1543.8	18	17
All Grades							34	74

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		5.00		30.00	*	55.00	*	10.00	*	20
10		11.11	*	44.44	*	38.89		5.56	*	18
11		5.88	*	47.06	*	29.41	*	17.65	*	17
12	*	5.88	*	52.94	*	29.41		11.76	18	17
All Grades	*	6.76	47.06	41.89	38.24	39.19	*	12.16	34	74

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		15.00		60.00	*	15.00		10.00	*	20
10		27.78	*	50.00		16.67		5.56	*	18
11	*	17.65	*	64.71	*	0.00		17.65	*	17
12	*	17.65	*	64.71		17.65		0.00	18	17
All Grades	*	18.92	52.94	59.46	*	12.16		9.46	34	74

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

9		0.00		5.00		60.00	*	35.00	*	20
10		0.00		22.22	*	44.44	*	33.33	*	18
11		0.00		29.41	*	47.06	*	23.53	*	17
12		0.00	*	23.53	*	47.06	*	29.41	18	17
All Grades		0.00	*	18.92	47.06	50.00	38.24	31.08	34	74

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9		0.00	*	80.00	*	20.00	*	20
10		5.56	*	77.78		16.67	*	18
11	*	5.88	*	52.94	*	41.18	*	17
12	*	0.00	*	70.59	*	29.41	18	17
All Grades	*	2.70	61.76	70.27	*	27.03	34	74

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9		70.00	*	25.00		5.00	*	20
10	*	83.33	*	11.11		5.56	*	18
11	*	82.35	*	11.76		5.88	*	17
12	*	88.24	*	11.76		0.00	18	17
All Grades	50.00	78.38	50.00	17.57		4.05	34	74

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9		5.00		40.00	*	55.00	*	20
10		5.56		50.00	*	44.44	*	18
11		5.88	*	47.06	*	47.06	*	17
12		5.88	*	47.06	*	47.06	18	17
All Grades		5.41	38.24	44.59	61.76	50.00	34	74

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		0.00	*	90.00		10.00	*	20
10		5.56	*	88.89		5.56	*	18
11		0.00	*	94.12	*	5.88	*	17
12		0.00	94.44	82.35	*	17.65	18	17
All Grades		1.35	91.18	87.84	*	10.81	34	74

Conclusions based on this data:

1. Amount of testing for re-designation has increased.
2. Students excelled in the Speaking Domain.
3. No student reached level 4 in the Written Domain.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
358	93.0	18.7	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	18.7
Foster Youth	2	0.6
Homeless	13	3.6
Socioeconomically Disadvantaged	333	93.0
Students with Disabilities	16	4.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	2.0
American Indian	4	1.1
Asian	3	0.8
Hispanic	262	73.2
Two or More Races	7	2.0
White	40	11.2

Conclusions based on this data:

1. We serve a primarily Hispanic population with over 73% of students identifying as Hispanic.
2. 93% of all students are Socioeconomically Disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Graduation Rate** Green	**Suspension Rate** Blue
Mathematics Orange	**Chronic Absenteeism** No Performance Color	
College/Career Red		

Conclusions based on this data:

1. This and next year, College and Career indicators show the necessity to grow in this area.
2. Due to Progressive Discipline Interventions (Conflict Resolution, Restorative Justice practices and Time to Teach strategies) suspension rates dropped dramatically from the previous year (Red = 45) to Blue (22 and 17 this year) with more focus on keeping students in school by building positive relationships.
3. Graduation rates have improved greatly from Red to Green.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

Red	Orange	Yellow	Green	Blue
0	0	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
94.5 points below standard	149.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++47.1 points 74	19	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	98.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
3	Increased Significantly ++43.5 points 71	4

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 86.9 points below standard Increased Significantly ++57.2 points 56	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
160.8 points below standard 16	Less than 11 Students - Data Not Displayed for Privacy 3	81.3 points below standard Increased Significantly ++80.7 points 29

Conclusions based on this data:

1. Significant increases in scores for Hispanic students, Socioeconomically Disadvantaged students, and English Only students.
2. Overall and in counted student groups, students are still significantly below standard.
3. The CDE Dashboard needle moved one band from Red to Yellow in 2018-19.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

0	1	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
199.7 points below standard	248.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++25.7 points 73	19	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	203.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
3	Increased Significantly ++20.5 points 70	4

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 204.7 points below standard Increased Significantly ++30.1 points 55	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
257.8 points below standard 16	Less than 11 Students - Data Not Displayed for Privacy 3	169.7 points below standard Increased Significantly ++56.8 points 29

Conclusions based on this data:

1. Gains were made in several student groups, including Socio-Economically Disadvantaged (SED) and English Only (EO).
2. Students remain more than 170 points below standard across all student groups, and 199.7 points below standard overall.
3. The CDE Dashboard needle moved one band from Red to Orange.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
45.9 making progress towards English language proficiency
Number of EL Students: 61
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19	14	0	28

Conclusions based on this data:

1. 45.6 percent of students are were making progress toward proficiency.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
0	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.5	Maintained 0	2
95	19	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0	0 Students
7	Maintained -1.6	
	89	

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 0 Maintained 0 75	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	1.5 **Prepared**	0 **Prepared**
Approaching Prepared	13.4 **Approaching Prepared**	7.4 **Approaching Prepared**
Not Prepared	85.1 **Not Prepared**	92.6 **Not Prepared**

Conclusions based on this data:

1. Progress was lost in 2019 compared to 2018 on Preparedness for College, dropping 7%, leaving 92.6% not prepared.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

0	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
15.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
13	2	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	16.7	Less than 11 Students - Data Not Displayed for Privacy
1	12	4

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. Due to a more rigorous Attendance / SARB process implementation, PTC reduced the number of students who were chronically absent.
2. 85% of chronically absent students are from the prominent student groups.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

0	0	0	2	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
77.9	73.7	Less than 11 Students - Data Not Displayed for Privacy
Increased +22.7	Increased +43.7	2
95	19	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	77.5	0 Students
7	Increased +25.2	
	89	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 81.3 Increased +32.3 75	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
55.2	77.9

Conclusions based on this data:

1. Hispanic students increased graduation rate by 32.3% in 2019.
2. Overall graduation percentage increased 22.7%from 2018 to 2019.
3. The CDE Dashboard indicator increased significantly from Red to Green from 2018 to 2019.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -11.6	Declined -22	
588	110	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
0	0	0
Declined -9.1	Declined Significantly -11.4	Declined -19
20	532	30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	
13	7	6	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color		Blue
0	0		0
Declined Significantly -14.1	Declined -3.6		Declined -2.3
413	78		71

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	11.6	0

Conclusions based on this data:

1. The most significant drop in suspension rates was in English Learners, declining by 22%.
2. Overall suspension percentage declined significantly, 11.6% for all student groups and moved the Dashboard indicator from Red to Blue from 2018 to 2019.
3. Students with Disabilities declined 19% from the previous year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

PTC students will achieve higher levels of learning to prepare them to be college and career ready.

Goal 1

PTC students will succeed at high levels of success and prepare them to be college and career ready.

Identified Need

Increased achievement in all content areas, credit recovery towards graduation and focused intervention strategies for low achieving students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE courses will be offered to PTC students	Welding, Construction, and Child Development are offered as seat time CTE classes. Odysseyware is used to augment CTE offerings in other areas, such as Public Safety.	CTE Courses will be offered to students through Odysseyware and seat time
Through Odysseyware or other resources, credit-deficient students will recover credits to be able to graduate.	29 students completed credits in several areas to recover credits during the 2019-20 school year.	Maintain or increase the number of students recovering credits
Increase the number of reclassified EL students upon the completion of an alternative assessment	95% of EL Students completed 75% of the ELPAC testing before closing school for Covid-19. ELD classes were fortified during the school year, more scheduling options offered, and testing schedules were planned and supported throughout open period.	Continued implementation of EL reclassification process
All teachers will continue to access professional development through internal and external agencies	100% of teachers receive professional development annually	Maintain the number of teachers accessing professional development

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student performance on the CAASPP ELA assessment	2019 CAASPP Dashboard scores	Increase the number of students achieving a score of standard met or higher by 2%
Increase student performance on the CAASPP Math assessment	2019 CAASPP Dashboard Scores	Increase the number of students achieving a score of standard met or higher by 2%
Increase student performance on the CAASPP ELA and Math assessment for EL students	2019 CAASPP Scores and iReady scores.	Increase the number of students achieving a score of standard met or higher by 2% for ELA and Math
All students will receive standards- based instruction and instructional materials	100% of students receive standards-based instruction and instructional materials	Maintain the number of students receiving standards-based
All students will be taught by appropriately credentialed teachers	100% of students are taught by appropriately credentialed teachers	Maintain the number of students being taught by appropriately credentialed teachers
Use of iReady Diagnostics and LAS Links for EL progress tracking.	All students were iReady assessed and LAS Links was used for all EL students. Data was used to drive instructional practices and support for all students.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PTC offers CTE program with relevant pathways in Welding, Construction and Child Development and elective courses that help prepare students with career and life skills. The new CTE building was completed in 2019-20 and CTE programs; including the new Welding course, moved into the new facility during the school year. Staff and administration will continue to explore the possibility of adding career pathways.

Executive Director, CAES
Program Director
Principal
Teachers
Facilities Manager
MCSOS Business Department

1. Meetings with planning committee
2. Data from Parent Survey results
3. Communicate with facilities manager on a regular basis
4. Continue to offer courses

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
375,524	LCFF - Base Salaries Benefits & Supplies (Inc. in 1.6)

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

PTC provides support for all EL students. Professional development in best practice was provided to all staff from 2018-20. LAS Links was implemented in 2019-20 to gauge students' proficiency and assist in increasing the reclassification of students. The EL Master Plan was developed and additional support was provided by a Program Director and an ELD consultant with MCSOS.

Executive Director, CAES
Program Director
Principal
Teachers
School Academic Counselors
MCSOS ELD Consultant
Assistant Superintendent Educational Services

1. Continue to provide professional development during the school year
2. Convene EL team meetings
3. Review other EL test assessments
4. Review student ELPAC results
5. Letters and student/parent meetings (re-classification)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

91,800	LCFF and Title I Salaries & Benefits, Services
28,000	LCFF - Supplemental and Concentration Salaries & Benefits, Services

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

PTC developed weekly teams Professional Learning Communities (PLCs) to analyze data and make recommendations to drive instruction. Teachers continue to have collaboration time and will share findings with staff to highlight successes and deficiencies in the area of curricula and standardized tests.

Program Director
Principal
Teacher on Special Assignment (Curriculum & Assessment)
Teachers
School Academic Counselors
MCSOS Educational Services Division

1. Continue providing professional development during the school year
2. Curriculum team meetings
3. Review student CAASPP results
4. Letters and student/parent meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,400	LCFF - Base Salaries & Benefits

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

PTC provides opportunities for professional development for all staff. Scheduled meeting on reduced days and designated professional development days will be used to address best practices and collaboration on topics relevant to the needs of the PTC students and staff. Teachers will also be encouraged to seek other professional development opportunities to address areas of individual growth. Content area specialists in ELA and Math will be used through MCSOS to provide professional development to improve instruction for all students.

Executive Director, CAES
Program Director
Principal
Teachers on Special Assignment
Teachers
MCSOS Educational Services Division

1. Weekly late starts on Friday.
2. Communicate relevant professional development opportunities to teachers
3. Professional development was provided three times during the school year
4. Attend outside professional development training/conferences

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
52,800	LCFF - Base Salaries & Benefits
40,000	LCFF - Base Salaries & Benefits
4928.00	Title II Part A: Improving Teacher Quality

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

A curriculum committee was formed and continues to review curriculum to ensure that it promotes higher levels of learning and teachers are providing engaging rigorous lessons that incorporate the use of technology. To meet this need, the curriculum committee met during the 2019-2020 school year to discuss, review, and select new ELA supplemental curriculum that supports both ELA and ELD standards based instruction. The chosen supplemental curriculum is Study Sync and PD and coaching will be provided for all teachers. WASC findings and Parent Survey results indicated a

need for this to be addressed. PTC Leadership will ensure all students are provided with needed technology resources to maximize learning.

Executive Director, CAES
Program Director
Principal
Teachers
MCSOS Educational Services Division
MCSOS IT Department

1. Professional development will continue being provided during the school year
2. Attend potential outside/virtual professional development training/conferences
3. Individual student logins provided by MCSOS
4. Student continue increased implementation of Chromebooks and Odysseyware

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,800	LCFF - Base Salaries & Benefits, Services
20,000	LCFF - Base Salaries & Benefits, Services
72,500	Comprehensive Support and Improvement (CSI) Supplemental Curriculum
20,000	Comprehensive Support and Improvement (CSI) Professional Development for Supplemental Curriculum

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

Continue providing academic supports to students to assist them in preparation of graduation and college and career readiness. Supports will include academic counseling services, tutoring, credit recovery and career technical education.

Executive Director, CAES
Program Director
Principal

Teachers
School Academic Counselor

1. Gather student's transcripts from previous school
2. Review and create a student credit evaluation and upload to SharePoint
3. Meeting with student and parent to review credits/graduation progress
4. Grade level academic information meetings with students/parents
5. Registration to Go (RtG) meetings with local community college

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
108,700	LCFF - Supplemental and Concentration Supplies & Benefits
44,600	LCFF - Base Supplies & Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PTC will continue to recruit and retain credentialed teachers & maintain low student ratios

Executive Director, CAES
Program Director
Principal
MCSOS Human Resources

1. Determine need for position
2. Advertise open position
3. Select and interview several candidates
4. Choose best candidate
5. Check references
6. Offer the position
7. Support new employee

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
805,500	LCFF - Supplemental and Concentration Salaries and Benefits
805,500	LCFF - Base Salaries and Benefits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

New CTE building led to increased ROP and CTE enrollment, primarily the addition of Welding. Continued teachers support of best practices and focused on EL students through PD and schedule changes to meet those needs. We saw increased EL engagement and progress, but did not get to reclassify due to Covid-19 and not completing ELPAC testing. We did see slight improvements in ELA and Mathematics, but still remain well below state averages and will continue to be a focus of PD and instructional support through coaching.

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

Based off WASC visitation and Parent Survey, the curriculum committee chose to supplement the current ELA curriculum with Study Sync starting in the 2020-2021 school year. We have increased the number of days of ELA/ELD curricular and instructional support on site for the 2020-2021 school year.

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.

Increased implementation of ELA/ELD curriculum support from the County Office for the coming year for academic coaching support in both areas for entire staff.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Well Being and Positive Campus Culture

LEA/LCAP Goal

PTC will provide resources and services to support social and emotional well-being of each student to provide a safe learning environment.

Goal 2

PTC will provide resources and services to support social and emotional well-being of each student to provide a safe learning environment.

Identified Need

Increased student success through rigor and relevance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTC will provide transportation to students who qualify for MUSD bussing or local public transportation.	All students who need transportation.	Maintain or increase the number of students who are provided transportation.
All students that are parenting teens, foster youth and/or homeless will have the opportunity to receive counseling services.	100% of parenting teens, foster youth and/or homeless students received counseling services	100% of parenting teens, foster youth and/or homeless students received counseling services
PTC (PRIDE) assemblies and rallies throughout the year.	Four PRIDE assemblies will be conducted	Maintain or increase the number PRIDE assemblies and rallies
Annual Facilities Inspection and repairs conducted on regular basis.	Facilities Inspection Tool (FIT); Score = Good Repair	Good repair
Number of suspensions to be reduced.	Reduction in actual suspensions from 55 to 22 from 2018-2020, which is a 60% reduction.	Decrease the number of students suspended for BIS and FIS programs by .5 %
PTC will reduce the number of students chronically absent students.	Chronic Absenteeism was 15.4% for the 2018-19 school year.	Reduce the number of students who are identified as chronic absenteeism by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTC will to continue to conduct an annual climate survey for community feedback.	Annual Survey	Exceed 35% return of surveys.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Based on Covid-19 restrictions, students were not able to attend field trips for 4th quarter in 2020. In 2020-21, teachers will attempt to seek out meaningful enrichment learning opportunities in compliance with CDC regulations. Additionally, students will continue to benefit from opportunities through CTE course specific opportunities. School athletics will continue to be an incentive-based option for student participation.

Program Director
Principal
Teachers
School Academic Counselor

Past experiences include:
1. Field trips to Sacramento State Capitol
2. Field trips to Madera Center Community College and Fresno State University
3. "Making the Grade" Grizzlies Game
4. Sports Leagues and Tournaments in Clovis and Madera
5. Field Trip to Discovery Kingdom for Educational Days
6. Field trips to Career Tech Expo and Manufacturing day
7. GRID Solar installations
8. Apprenticeship Day
9. Participation in the Fresno CTE/ROP Career Skills Challenge
10. Field Trips to State and National Parks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,300	LCFF - Supplemental and Concentration Services and supplies

15,000	Foster Youth 5000-5999: Services And Other Operating Expenditures
20,847	Other CTE Grant FCOE

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Qualifying Students

Strategy/Activity

To help ensure safe arrival to and from school, PTC will coordinate with Madera Unified transportation to provide qualified students transportation to and from school. Local public transportation will also be a resource, as students will be provided tickets to cover the transportation costs.

Program Director
Principal
Front Office Staff
Madera Unified Transportation Department
School Academic Counselor

1. Student/parent meetings to determine need
2. MAX/Dial-A-Ride tickets

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,000	LCFF - Base Services
3,000	LCFF - Supplemental and Concentration Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Foster Youth, Parenting Students, Homeless

Strategy/Activity

PTC will continue providing support services for to pregnant, parenting, homeless, and foster youth students. Continued collaboration with the MCSOS Foster Youth Coordinator, personnel from public health, and other service agencies to facilitate students accessing services. Additional resources will contribute to students emotional and academic well - being.

Program Director
Principal
Front Office Staff
Teachers
School Academic Counselors
School Psychologist
Foster Youth Coordinator
Student Service Liaison

1. Team meetings
2. Student/parent meetings to determine need
3. Referral forms completed to see counselor/psychologist
4. Pregnant Parenting Teen Conference (PPT)
5. MAX/Dial-A-Ride tickets

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
74,500	LCFF - Base Salaries & Benefits Supplies
75,000	Title I Part A: Allocation Salaries & Benefits Supplies
4,500	LCFF - Supplemental and Concentration Salaries & Benefits Supplies
6,600	LCFF - Supplemental and Concentration Inc. in 1.6 Salaries & Benefits Supplies

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

PTC will continue coordinating with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services

Program Director
Principal
Front Office Staff
School Psychologist
Teachers
School Academic Counselor

1. Referral form completed to see counselor/psychologist/behavioral health
2. Student/parent meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,200	LCFF - Base *(Inc. in 2.3) Salaries & Benefits
79,000	LCFF - Supplemental and Concentration (Inc. in 1.6) Salaries & Benefits

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

PTC will conduct a minimum of 4 PRIDE boosters/assemblies throughout the year to commend students for academics, behavior, attendance and athletics. Parents, students, and staff are invited to the awards ceremony.

Executive Director, CAES
Program Director

Principal
Teachers
Front Office Staff
School Academic Counselor
Parents

1. Pancake Breakfast
2. Root beer Floats
3. Ice Cream Sundaes
4. Open House/Back to School Night
5. 4 PRIDE events (one per quarter)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,800	LCFF - Base Service and Supplies

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

PTC will provide and maintain safe, clean, and quality learning/working facilities for students and staff.

Program Director
Principal
Teachers
Front Office Staff
MCSOS Maintenance Staff

1. Maintenance requests forms
2. Daily school site maintenance
3. CDC Covid-19 guidelines

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

54,700	LCFF - Base Salaries & Benefits
0	LCFF - Supplemental and Concentration Salaries & Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PTC will provide supervision and oversight that creates a safe and secure learning environment for students.

Executive Director, CAES
Program Director
Principal
Teachers

1. Morning Duty
2. Break Duty
3. Lunch Duty
4. Event Supervision
5. Athletic Supervision

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
41,200	LCFF - Base Salaries & Benefits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The overall effectiveness of the strategies and activities planned was significantly positive. School Culture and climate have been a target focus both this and last year, resulting in a significant decrease in behavioral referrals, suspensions, and absenteeism. In addition, attendance rates showed gains on a weekly basis and school climate assessment results were overwhelmingly positive in the areas of campus safety, support from teachers, counselors and Leadership with expectations on both of the PTC campuses remaining high.

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

Goals were able to be accomplished with slight budget adjustments this year.

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.

Changes will include higher % of goals to accomplish and greater focus on academic achievement and CTE involvement for the 2020-21 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Engagement

LEA/LCAP Goal

PTC will encourage greater stakeholder participation and input by developing meaningful relationships with both PTC Communities (Madera / Chowchilla)

Goal 3

PTC will encourage greater stakeholder participation and input by developing meaningful relationships with both PTC Communities (Madera / Chowchilla)

Identified Need

Increased parent participation and involvement in school events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers and staff will maintain a call log for communication with parents / families.	Weekly logs with monthly collection.	Maintain or increase number of positive parent contacts
Parents will be invited to attend more school events by Connect Ed and personal phone calls home.	One event fall semester - Back to School Day/Open House One event spring semester - Parent Appreciation Day	Maintain or increase the number of school events for parents to attend
Teachers and staff will make positive parent contacts regarding student achievement, academics, or positive behavior.	Ongoing monitoring	Maintain or increase the number of positive parent phone calls

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PTC will provide effective communication with parents regarding school administration, activities, student progress and attendance. This communication will occur through Connect-Ed, personal phone calls, an updated and maintained website, home visits, and quarterly progress reports and semester report cards.

Program Director
Principal
Teachers
Front Office Staff
School Academic Counselors
Students/Parents
MCSOS Technology

1. Quarterly progress reports and semester report cards
2. Connect-Ed messages
3. Personal phone calls
4. Student/parent meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,300	LCFF - Base Salaries & Benefits (Inc. in 1.6)

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

Parent education and training will be offered via open house, parent informational nights (College Information Night, CAES 101, Human Trafficking Prevention/Dangers of Social Media, Social Emotional Learning Presentation), and ongoing family events.

Program Director
Principal
Teachers
Front Office Staff
School Academic Counselor

1. Determine parental need and interest in parent education and other activities
2. Research availability of training/event providers
3. Schedule events

4. Advertise events

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,400	LCFF - Base Salaries & Benefits (Inc. in 1.6) Supplies Services
6,000	LCFF - Base Salaries & Benefits (Inc. in 1.6) Supplies Services
3,000	LCFF - Base Salaries & Benefits (Inc. in 1.6) Supplies Services

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

PTC will provide opportunities for parent input through surveys and participation in formal and informal advisory committees.

Program Director
Principal
Teachers
Front Office Staff
Parents

1. Determine input needed
2. Translate into Spanish
3. Develop surveys; invite parents to committee meetings
4. Distribute and collect surveys
5. Tabulate survey results

6. Share survey results with stakeholders

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,800	LCFF - Base Salaries & Benefits (Inc. in 1.6)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The overall implementation of strategies showed gains for the 2019-2020 school year. Based on survey results and sign-in sheets, there was a great number of parent participation (70 to 92 at PTC Back-to-School / Open House) and the Parent Appreciation / Pancake Breakfast Day, held in December of 2019.

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

There were no major differences / changes between the intended implementation and / or the budgeted expenditures to implement the strategies/activities to meet the articulated goals listed above.

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.

Focus change will be to update and maintain the PTC website on a more frequent basis to inform better our community in both English and Spanish.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$184,500
Total Federal Funds Provided to the School from the LEA for CSI	$154,900
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,965,199.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$92,500.00
Title I Part A: Allocation	$75,000.00
Title II Part A: Improving Teacher Quality	$4,928.00

Subtotal of additional federal funds included for this school: $172,428.00

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

State or Local Programs	Allocation ($)
Foster Youth	$15,000.00
LCFF - Base	$1,619,524.00
LCFF - Supplemental and Concentration	$1,045,600.00
LCFF and Title I	$91,800.00
Other	$20,847.00

Subtotal of state or local funds included for this school: $2,792,771.00

Total of federal, state, and/or local funds for this school: $2,965,199.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount
5000-5999: Services And Other Operating Expenditures	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	92,500.00
5000-5999: Services And Other Operating Expenditures	Foster Youth	15,000.00
	LCFF - Base	1,619,524.00
	LCFF - Supplemental and Concentration	1,045,600.00
	LCFF and Title I	91,800.00

	Other	20,847.00
	Title I Part A: Allocation	75,000.00
	Title II Part A: Improving Teacher Quality	4,928.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,493,052.00
Goal 2	421,647.00
Goal 3	50,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Scott Ellingson School Principal

Cheryl Clawson, Betty Kline, Donna Gilstrap, Corry Perez Classroom Teachers

Maya Falcon Other School Staff

Rebecca Douglas, Jamie Snow, Yolanda Lopez, Maribel Lopez Parent or Community Members

Alexia Romero, Emiliano Calderon Osiris Rodriguez Secondary Students

Name of Members	Role

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Carmen Chang via prox	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 17, 2020.

Attested:

Scott Ellingson	Principal, Scott Ellingson on 6-17-20
Rebecca Douglas via Zoom	SSC Chairperson, Rebecca Douglas on 6-17-20

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

CAES LCAP Student Feedback (2019-20)

School of choice – What do you like about your school?

The Teachers teach better and it's easier to understand. Plus, it makes life easier and less stressful. That's why I LOVE my school!
Most schools are boring. I am always learning something new at my school.
All the teachers here are AWESOME and help you with your homework!
I have the best teacher ever! I
Independent study helps to promote independent thinking and self-reliance; which prepares us for the real world!
I do my work at my own pace.
When you are a student here at PTC, you get the chance for a 1-on-1 learning experience from your teacher.
The teachers here are nice and helpful.
Everyone is respectful because I'm only here one hour.
The teachers don't give up on us and the help us with our future!
I only come once a week. I'll be guaranteed to graduate from here if I do my work. I don't gotta come every day like a regular school.
Because the teachers are great and they put in the effort in helping you.
I only come once a week.
You get more help from a 1-on-1 teacher.
All the teachers are very nice and are always willing to help. All students are nice and keep to themselves. I like that I can work at my own pace.
My teacher helps me to make sure I'm on the right track to graduate and give me the work I need.
The teachers here are very nice.
The staff is friendly and helpful
The teachers are nice and it has a lot of interesting stuff!
I just get to come once or twice a week to get the necessary work I need to finish and graduate.
I like going to school to learn.
The teachers are really nice.
It helps me learn. It helps me with what I need and is easier than public school. It is helpful and I learn because I do not feel anxious like I do in public school.
Everyone is very friendly when they see you.
I like my teachers and staff.
I love my school because it has peace and quiet.
My teacher pushed me to finish everything and coming to this school was the best decision I had ever made because the teachers and staff are very caring and friendly
I only come here for an hour and the amount of homework is good.
All of the teachers are nice and will help with anything I need, and it's always quiet, which helps because it helps me focus.
I get the help I need.
The staff and teachers here are very loving.
The teachers help me with a lot of homework.

Everyone on the staff is cool
It has less school hours.
Everyone on the staff is cool. The Principal and the staff ain't really picky on us!
The staff is great and is lots of fun
Everyone shows respect
Because of some of the teachers and the sports!
I come for the credits
For my education
It's not as boring as being at home.
Because I am always talking to the staff.
School is school.
The teachers
I like school
The staff here are so nice.
It gets you somewhere in life and I can get anywhere I want to go!
I get to play sports
It makes me a better person and is good for me
The teachers are super nice and there's a lot of electives available for me. For example, there's a lot of programs and electives that can help me in the future.
The teacher makes my homework and make one hour so much easier.
I love learning Biology
I can attend once a week instead of 7 days a week.
I can work
It has good teachers and classmates
My school takes its time to make sure every student can catch up
Better than staying home!
I can be technical and weld stuff!
I like school because some teachers are cool
I choose to be here and not at home
I love school so much because you can talk a lot.
I helps my education and builds up my voice.
The association with everybody
All the teachers and staff are really nice to me and everyone.
I ain't around so many people!
Ms. Marianna is cool and the food is good!
It gives me somewhere to be…..
Because I learn.
It is good for me because it makes me a better person.
It's small and most of the people are friendly and nice.
I love Construction!
I love the one-on-one with the teachers, it really helps my grades over all and it makes me a better person and more intelligent!
The teachers are patient with you and they help you with better ways of understanding the subject much better.
There is food.
It makes me a better person!
I love my teachers

My education because education is a mandatory check
I have to get out of the house for a few hours!
The teachers here are very nice and respectful
I love my teacher and always like going on field trips. My teacher always finds a way to help me if I need it. I LOVE learning!
It is close to my house.
PTC gives me the opportunity to balance my school and work. My teachers are great
Most of the staff are kind and helpful.
I like welding!
I like my school because I like the hours and I don't have to spend 8 hours in school!
The teachers are cool and the school offers good schooling.
I can work within my time
I like the construction class.
The people here are great and have manners. Plus I have a great teacher (Mr. Shockley) who has helped me through a lot!
A very good school with very great teachers.
I love my school because the teachers here are amazing. They work with you and are very caring. I mostly like the school because of one teacher mostly, Mr. Shockley. He is hands down the best teacher I have ever had. He is great at what he does and can always make you laugh, even if you are upset. He is a good person to talk to and is not judgemental. I love the Math class here. It's fun and interesting how we will learn it next. The Math is better than most teachers can explain it!
The teachers I have
I like the school because it gives me one-on-one time with the teacher and a I gain a better understanding of things and then having to be afraid of asking questions.
I need my credits
I only have to come once a week, because I live an hour away.
I love the schedule
Of how nice the teachers are
Mrs. Green works here
I matured here. I thought I was going to struggle but Mr. Shockley helped me out. If it wasn't for him pushing me to be better, I wouldn't be where I'm at. I really improved as a student, and a person. People say this school is not as much as a regular high school, but to me, it's the best! Thanks Mr. Shockley for being supportive.
The staff is polite and treats the students with respect.
I feel safe.
It get the opportunity to take a welding class.
This helps students graduate and gives kids a chance.
They are very helpful and nice and kind to improve and achieve my goals
It helps me get the credits I need. A very helpful school as well. It focuses on all the students and it gives you everything that is necessary to help you out.
The teachers at PTC are very helpful and understanding. Also, they show they enjoy their work with kindness, generosity and BIG SMILE!
The teachers are very helpful and are really patient towards their students. I focus better in an I/S school than a district school.
I get the help I need.
It's going to be the reason I get my diploma and get through life….
It has Ping-pong.

It is really laid back and the teachers and staff are really nice and good.
The energy here is welcoming!
It helps out even though I don't like coming all the way over here!
I like PTC because it is easy hours and I can complete my work at home.
I can talk about cars!
The teachers are very nice and helpful. I like the support I get at this school!
It has definitely helped me refocus on my education and the pace I need, along with the teachers having a good understanding of what I needed.
The teachers help you ad push you to do your best!
I can do the work at my own speed and I don't feel rushed!
The teachers helped me get to where I am today and never gave up on me.
I like the flexible hours that the school provides.
I can pace myself at my own speed.
I have enough time to finish my work
Because of the teachers and the sports!
All of the field trips that I can go on and that I am part of Leadership, which makes our school better and more fun.
I came to school because I needed to talk to Ms. Torres and just came to class. I also come to get my credits and my education.
It gives me something to do…
It's going to help me to graduate
I tolerate school and I am almost done!
To graduate
I get to talk to my friends about my life at home….
The teachers teach very well.
Because Mrs. A is here.
I want my education and the teachers are the best and teach good.
So I can graduate.
I get a good education and learn. If I need help, Ms. Perez helps me.
This is going to get me through life. Getting my diploma will help me further myself in life and a diploma will get me a good job!
I only come three days a week.
I like welding and construction.
I like coming to school…..

Madera County Superintendent of Schools
Career and Alternative Eductional Services Parent Survey

PTC Madera (83 / Enrolled 291) = 28% surveys returned

(Spanish Speaking = 18 (22%) English = 65 (78%)

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	N/A
1) I understand requirements for graduation from this school.	44	30	8	0	0	1
2) The Teacher provides sufficient feedback on my child's achievements.	45	33	2	3	0	0
3) Parents have sufficient opportunities to understand the learning process at my child's school.	37	39	7	0	0	0
4) I feel valued as a parent / guardian at my child's school.	45	32	3	3	0	0
5) My child feels respected and valued at his / her school.	40	36	4	3	0	0
6) Teachers have high expectations for my child.	43	32	6	2	0	0
7) The school is a safe environment for my child.	39	41	2	1	0	0
8) My child's school site is clean and well-maintained.	40	35	6	2	0	0
9) I am encouraged to participate at my child's school.	35	32	14	2	0	0
10) My child's teacher is available to meet or contact us.	45	34	3	0	1	0
11) School Counselors are available to meet / contact us.	40	40	2	0	0	1
12) School Office staff are friendly and supportive for us.	37	40	3	1	2	0
13) School Administration is available to meet with us.	41	36	5	1	0	0
14) My teachers share my child's i-Ready results with me.	30	26	18	8	1	0
15) My child is developing college and career readiness skills.	32	30	13	6	2	0
16) My child is guided towards employment after graduation.	29	31	12	6	5	0
17) I receive clear and timely info regarding my child's academics.	39	34	6	3	1	0
18) I know how many credits my child needs to graduate.	37	36	7	3	1	0
19) The assignment my child receives are challenging and rigorous.	30	26	19	6	2	0
20) I am able to support my child academically at home.	42	38	3	0	0	0
21) I am satisfied with the parent involvement at school.	30	35	18	0	0	0
22) I would like to be more involved at my child's school.	29	34	15	5	0	0
23) I am satisfied how I receive information from school.	39	37	5	2	0	0
24) I am satisfied with how many times I receive grades.	38	39	4	2	0	0
25) I would like my child to graduate from this school / program.	29	35	16	1	2	0
26) I enjoy participating in your school-held functions.	27	32	21	1	2	0
27) My child talks to me about his / her school.	39	41	3	0	0	0
28) I feel my child is prepared for college or a career after graduating from this program.	31	28	18	4	2	0
29) My child has access to a functioning computer at home.	28	27	0	15	12	1
30) We have internet / Wifi access at home.	32	30	0	14	6	1
31) My child's school supports his social / emotional needs.	35	29	14	2	3	0
32) My child benefits by attending more than 1 hour weekly	38	31	12	1	1	0
33) I want my child to attend college / university after graduation.	41	31	10	1	0	0
34) I want my child to go into a working career after graduation.	37	33	8	1	3	1
35) What other CTE Pathways should be offered? *Medical Profession (x2) Nursing Pathway / CNA (X2) *Cosmetology School *Veteranarian School *Culinary Arts *Driver's Education *Robotics	28	27	25	0	2	1

PTC Spring 2020 Parent Survey (by %) (83 / 291 = 28%)	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	N/A
1) I understand requirements for graduation from this school.	53%	36%	9%	0%	0%	2%
2) The Teacher provides sufficient feedback on my child's achievements.	54%	39%	2%	3%	0%	0%
3) Parents have sufficient opportunities to understand the learning process at my child's school.	44%	46%	10%	0%	0%	0%
4) I feel valued as a parent / guardian at my child's school.	54%	38%	4%	4%	0%	0%
5) My child feels respected and valued at his / her school.	58%	32%	6%	4%	0%	0%
6) Teachers have high expectations for my child.	52%	38%	7%	3%	0%	0%
7) The school is a safe environment for my child.	47%	48%	3%	2%	0%	0%
8) My child's school site is clean and well-maintained.	48%	42%	7%	3%	0%	0%
9) I am encouraged to participate at my child's school.	42%	38%	17%	3%	0%	0%
10) My child's teacher is available to meet or contact us.	53%	41%	4%	0%	2%	0%
11) School Counselors are available to meet / contact us.	48%	48%	2%	0%	0%	2%
12) School Office staff are friendly and supportive for us.	47%	45%	4%	2%	2%	0%
13) School Administration is available to meet with us.	49%	43%	6%	2%	0%	0%
14) My teachers share my child's i-Ready results with me.	36%	31%	21%	10%	2%	0%
15) My child is developing college and career readiness skills.	38%	36%	16%	7%	3%	0%
16) My child is guided towards employment after graduation.	35%	37%	15%	7%	6%	0%
17) I receive clear and timely info regarding my child's academics.	47%	41%	6%	4%	2%	0%
18) I know how many credits my child needs to graduate.	44%	43%	8%	3%	2%	0%
19) The assignment my child receives are challenging and rigorous.	36%	31%	23%	7%	2%	0%
20) I am able to support my child academically at home.	50%	46%	4%	0%	0%	0%
21) I am satisfied with the parent involvement at school.	36%	42%	22%	0%	0%	0%
22) I would like to be more involved at my child's school.	35%	41%	18%	6%	0%	0%
23) I am satisfied how I receive information from school.	47%	45%	6%	2%	0%	0%
24) I am satisfied with how many times I receive grades.	46%	47%	5%	2%	0%	0%
25) I would like my child to graduate from this school / program.	35%	42%	19%	2%	2%	0%
26) I enjoy participating in your school-held functions.	33%	39%	25%	2%	2%	0%
27) My child talks to me about his / her school.	47%	49%	4%	0%	0%	0%
28) I feel my child is prepared for college or a career after graduating from this program.	36%	38%	19%	5%	2%	0%
29) My child has access to a functioning computer at home.	35%	31%	0%	18%	14%	2%
30) We have internet / Wifi access at home.	39%	36%	0%	17%	8%	2%
31) My child's school supports his social / emotional needs.	42%	35%	17%	2%	4%	0%
32) My child benefits by attending more than 1 hour weekly	46%	36%	14%	2%	2%	0%
33) I want my child to attend college / university after graduation.	49%	37%	12%	2%	0%	0%
34) I want my child to go into a working career after graduation.	45%	38%	9%	2%	4%	2%
35) What other CTE Pathways should be offered? *Medical Profession (x2) *Nursing Pathway / CNA (x2) *Cosmetology School *Veterinarian School *Culinary Arts *Driver's Education *Robotics	34%	33%	29%	0%	2%	2%

Madera County Superintendent of Schools
Career and Alternative Eductional Services Parent Survey

PTC Chowchilla Surveys by % (Returned = 26 / 52 Enrolled) = 50%

(English = 26 Spanish = 0)	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1) I understand the requirements for graduation from this school.	36%	56%	8%	0%	0%
2) The Teacher provides sufficient feedback on my child's achievements.	54%	42%	0%	0%	4%
3) Parents have sufficient opportunities to understand the learning process at my child's school.	46%	46%	4%	0%	4%
4) I feel valued as a parent / guardian at my child's school.	50%	46%	0%	0%	4%
5) My child feels respected and valued at his / her school.	65%	31%	4%	0%	0%
6) Teachers have high expectations for my child.	62%	38%	0%	0%	0%
7) The school is a safe environment for my child.	63%	29%	8%	0%	0%
8) My child's school site is clean and well-maintained.	58%	34%	4%	4%	0%
9) I am encouraged to participate at my child's school.	46%	31%	19%	4%	0%
10) My child's teacher is available to meet or contact us.	65%	31%	0%	4%	0%
11) School Counselors are available to meet / contact us.	35%	50%	15%	0%	0%
12) School Office staff are friendly and supportive for us.	40%	44%	12%	4%	0%
13) School Administration is available to meet with us.	33%	44%	19%	4%	0%
14) My teachers share my child's iReady results with me.	46%	35%	15%	4%	0%
15) My child is developing their college and career readiness skills.	31%	46%	15%	8%	0%
16) My child is guided towards employment after graduation.	23%	38%	31%	8%	0%
17) I receive clear and timely info regarding my child's academics.	57%	35%	4%	4%	0%
18) I know how many credits my child needs to graduate.	36%	41%	15%	8%	0%
19) The assignment my child receives are challenging and rigorous.	12%	54%	15%	19%	0%
20) I am able to support my child academically at home.	38%	42%	12%	4%	4%
21) I am satisfied with the parent involvement at school.	38%	38%	16%	4%	4%
22) I would like to be more involved at my child's school.	4%	46%	46%	4%	0%
23) I am satisfied how I receive information from school.	46%	46%	8%	0%	0%
24) I am satisfied with how many times I receive grades.	38%	54%	8%	0%	0%
25) I would like my child to graduate from this school / program.	54%	34%	12%	0%	0%
26) I enjoy participating in your school-held functions.	35%	35%	22%	4%	4%
27) My child talks to me about his / her school.	42%	42%	8%	4%	4%
28) I feel my child is prepared for college or a career after graduating from this program.	31%	35%	26%	8%	0%
29) My child has access to a functioning computer at home.	42%	38%	0%	16%	4%
30) We have internet / Wifi access at home.	54%	38%	0%	4%	4%
31) My child's school supports his social / emotional needs.	54%	26%	16%	4%	0%
32) My child benefits by attending more than 1 hour weekly	42%	38%	20%	0%	0%
33) I want my child to attend college / university after graduation.	62%	38%	0%	0%	0%
34) I want my child to go into a working career after graduation.	23%	54%	23%	0%	0%
35) What Career and Technical pathways would you like to see? • Auto Mechanics • Welding • Trait?	23%	31%	46%	0%	0%

Madera County Superintendent of Schools
Career and Alternative Eductional Services Parent Survey

PTC Chowchilla: Returned = 26 Enrollment = 52 = 50%

(English = 26 Spanish = 0)

Question: Please check one box (x)	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1) I understand the requirements for graduation from this school.	9	15	2	0	0
2) The Teacher provides sufficient feedback on my child's achievements.	14	11	0	0	1
3) Parents have sufficient opportunities to understand the learning process at my child's school.	12	12	1	0	1
4) I feel valued as a parent / guardian at my child's school.	13	12	0	0	1
5) My child feels respected and valued at his / her school.	17	8	1	0	0
6) Teachers have high expectations for my child.	16	10	0	0	0
7) The school is a safe environment for my child.	17	7	2	0	0
8) My child's school site is clean and well-maintained.	15	9	1	1	0
9) I am encouraged to participate at my child's school.	12	8	5	1	0
10) My child's teacher is available to meet or contact us.	17	8	0	1	0
11) School Counselors are available to meet / contact us.	9	13	4	0	0
12) School Office staff are friendly and supportive for us.	11	12	3	1	0
13) School Administration is available to meet with us.	9	12	5	1	0
14) My teachers share my child's i-Ready results with me.	12	9	4	1	0
15) My child is developing their college and career readiness skills.	7	12	4	2	0
16) My child is guided towards employment after graduation.	6	10	8	2	0
17) I receive clear and timely info regarding my child's academics.	15	19	1	1	0
18) I know how many credits my child needs to graduate.	10	11	4	2	0
19) The assignment my child receives are challenging and rigorous.	3	14	4	5	0
20) I am able to support my child academically at home.	10	11	3	1	1
21) I am satisfied with the parent involvement at school.	8	10	4	0	1
22) I would like to be more involved at my child's school.	2	13	13	1	0
23) I am satisfied how I receive information from school.	11	12	2	0	0
24) I am satisfied with how many times I receive grades.	10	14	2	0	0
25) I would like my child to graduate from this school / program.	14	9	3	0	0
26) I enjoy participating in your school-held functions.	9	9	6	1	1
27) My child talks to me about his / her school.	11	11	2	1	1
28) I feel my child is prepared for college or a career after graduating from this program.	8	9	7	2	0
29) My child has access to a functioning computer at home.	11	10	0	4	1
30) We have internet / Wifi access at home.	14	10	0	1	1
31) My child's school supports his social / emotional needs.	14	7	4	1	0
32) My child benefits by attending more than 1 hour weekly	11	10	5	0	0
33) I want my child to attend college / university after graduation.	16	10	0	0	0
34) I want my child to go into a working career after graduation.	6	14	6	0	0
35) I would like to see other Career and Technical Pathways offeredWhat would they be? _____	6	8	12	0	0

School Year: **2020-21**

8.5.2

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date

Purpose and Description

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

Comprehensive Support and Improvement

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

The Madera County Independent Academy (MCIA) focuses on three major goals:
1. Through highly qualified staff, students will achieve higher levels of learning to prepare them to be academically successful in any educational setting.
2. MCIA will provide resources and services to improve the social and emotional well--being of each student to provide a safe learning environment.
3. MCIA will encourage greater stakeholder participation and input by developing meaningful relationships with parents and families.

Table of Contents

SPSA Title Page 1
Purpose and Description 1
Table of Contents 2
Comprehensive Needs Assessment Components 3
- Data Analysis 3
- Surveys 3
- Classroom Observations 3
- Analysis of Current Instructional Program 3

Stakeholder Involvement 6
Resource Inequities 7
School and Student Performance Data 8
- Student Enrollment 8
- CAASPP Results 11
- ELPAC Results 16
- Student Population 19
- Overall Performance 20
- Academic Performance 21
- Academic Engagement 27
- Conditions & Climate 30

Goals, Strategies, & Proposed Expenditures 32
- Goal 1 32
- Goal 2 38
- Goal 3 44

Budget Summary 47
- Budget Summary 47
- Other Federal, State, and Local Funds 47

Budgeted Funds and Expenditures in this Plan 48
- Funds Budgeted to the School by Funding Source 48
- Expenditures by Funding Source 48
- Expenditures by Budget Reference 48
- Expenditures by Budget Reference and Funding Source 48
- Expenditures by Goal 49

School Site Council Membership 50
Recommendations and Assurances 51

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

MCIA parents were all given surveys in English and in Spanish. Fifty percent of parents surveys were returned on 5/22/20. Key findings were: 97.2% of parents agreed that school counselors, teachers, and administration were available to meet or make contact, 83.3% of parents agreed that their child talks with them about his or her school, and 100% of parents agreed that the school is a safe environment for their child. Seventeen percent of parents reported not having access to a working computer and 9% do not have Internet or wi-fi access at home. Twenty-two percent of parents reported the curriculum was not challenging or rigorous for their child.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Scheduled formal observations are conducted by site principal according to teacher contract. Informal observations are conducted on a weekly basis.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Data gathered from state assessments, CAASPP and ELPAC, along with local assessments i-Ready and LAS Links.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

LAS Links and i-Ready are implemented to provide student information about areas of proficiency and improvement on an individual level. Teachers provide work to help build proficiency in improvement areas shown by student assessments. LAS Links also helps focus intervention for English Learners (ELs) within the designated ELD class to help with skills needed for reclassification to fluent English proficient (RFEP).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meets ESEA standards.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are credentialed and have weekly professional development to areas of identified need to increase student achievement. In addition, teachers can access other offerings of professional development.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Alignment of staff development correlates directly to the Dashboard results of 2018-19, lack of growth in ELA and math. In addition, there have not been EL reclassifications for the past 3 years of EL students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Support from MCSOS includes walk-throughs and feedback which are not part of teachers' evaluations.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school year 2020-21 will be divided into weekly (Fridays 7:30 - 8:45 a.m.) grade-level or content level Professional Learning Communities (PLC) for teachers to collaborate and disaggregate data to better inform and drive instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers at MCIA teach to the CCSS standards using a variety of curriculum. This year, MCIA will increase focus on aligning the supplemental ELA ELD curriculum on the CCSS standards as well, while incorporating a 1:1 Chromebook program. All PD focus has included LCAP, WASC, SPSA and CCSS standards alignment.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

MCIA is an independent study Charter School, and instructional minutes are in alignment with California Education Code requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

MCIA is an independent study charter school 9-12 program in Madera. Both programs allow for flexibility in students having access to intervention. The current program utilizes is iReady, which includes a standards-based intervention program for students with identified sub-skill weaknesses, and LAS Links assessment provides English language proficiency data specific to the listening, speaking, reading, and writing domains.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials which area appropriate to their student group(s).

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students have access to standards-based instructional materials appropriate to their grade level, with additional intervention resources and materials available, including online access with the 1:1 program.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students are provided direct instruction in the Independent Studies Program at MCIA. However, there is a Blended / Seat-time (BIS) model that allows students to receive additional support, outside of the Full Independent Studies (FIS) 1-hour appointment schedules that our Independent Studies model operates. Students are in cohorts in grades K - 3, 4 - 6, and 7 - 8. Students are allowed and encouraged to stay longer than their scheduled appointments to ensure they receive the additional supports needed to meet standards. Additional services will be made available through the use of technology, since barriers to access will be minimized if not eliminated.

Evidence-based educational practices to raise student achievement

1) All Professional Growth and Development is based on student achievement needs / and staff input based on evidenced-based practices.
2) All supplemental curriculum is reviewed by the CAES Curriculum committee (formed in 2019-20) for additional curriculum purchases.
3) Technology integration has been coupled with ongoing group and individual supports by content specialists.
4) Focus on continued student achievement has not been compromised by the COVID-19 closures of 2020.
5) Ongoing "best-practices" are shared and reviewed at CAES PLCs, based on data disaggregation.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources are made available with 4-5 annually scheduled Parent trainings presented by CAES Academic Counseling Department.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Students, Staff and Parents received and responded to surveys given out prior to and during the COVID 19 school closures. Results were received and are included in this SPSA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical (Title 1) services provided for underperforming students include: Counseling,Teachers, Administrative support, Bilingual Services, ELD, Homeless support, Transportation, Supplies /equipment and software (Odysseyware.)

Fiscal support (EPC)

Fiscal support is provided by the Business Department from the Madera County Superintendent ofSchools.

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

The involvement process for the 2020-21 occurred throughout the 2019--20 school year with the intent of purposeful engagement from numerous stakeholder groups. Information was disseminated and input gathered through various means. These various stakeholder groups included Madera Superintendent of Schools (MCSOS) staff comprised of administration, certificated staff, classified staff, and agency personnel, parents, students, and district administration. Meetings reviewed the requirements of the LCAP and the state's eight priorities and identified metrics. Goals and actions/services to be addressed during the 2019--20 school year were reviewed. Such discussions led to conversations of continued or new identified needs to be addressed through ongoing or revised actions/services in the coming years. The most current data in areas such as the number of students not grade-level proficient, attendance rates, the overall seat time, and the increase in student and parent involvement through specific activities were shared. This type of qualitative data is meaningful for the student population served by the Career and Alternative Educational Services Division (CAES). Specific meetings or activities held to receive input and to provide ongoing planning and collaboration included:
1. Stakeholder input meetings for MCSOS staff, including administration, certificated, classified, internal classified, confidential, and bargaining unit representatives were held. Parents were invited through Blackboard Connect and a mailer to participate in the Stakeholder meetings to get parent

input. A MCSOS staff stakeholder meeting was held April 8, 2019. Additionally, on April 11, 2019 there was a Stakeholder meeting at MCIA, and another at PTC.
2. Parents and students were given a survey during the Spring semester to provide input on school climate and student services.
3. Parents were provided opportunities for input at each site's Open House Events, Parent Appreciation events, meetings with administrators, phone calls with staff, and formal school committees.
4. Regular staff meetings were held by CAES administrators and staff. MCIA staff met weekly throughout the year on Fridays in the form of Professional Learning Communities or Teacher Lead Cohorts.
5. School Site Council Meetings were held at all sites and Site Plans were approved.
6. CAES counseling staff met twice a month with staff of the Madera Unified Alterative Education Placement Team (AEPT) to coordinate transition of students and discuss how Madera Unified and the Madera County Superintendent of Schools are meeting the needs of at struggling students.
7. CAES administration met monthly with the Juvenile Justice Committee, a community committee under the direction of the County Probation Department, to discuss needs and services to students under the authority of the Madera County Probation Department.
8. MCSOS's Leadership Team meetings are held once a week and program outcomes, actions and services are discussed.
9. The Madera County Board of Education meetings provided monthly opportunities for board and community input. Budget and program updates were provided and any necessary revision or input was discussed in public session, including the following for the CAES Division; the approval of textbooks for alternative education schools in July and September, the approval of the Student Accountability Report Cards (SARC) was on January 14, 2020.
10. Designated professional development meetings for CAES instructional staff and staff meetings focused on instructional strategies and improving student achievement
11. Monthly collaborative meetings were held to review services provided to Foster Youth (FY) with personnel from the following: MCSOS, Madera Unified School District (MUSD), Madera County Department of Social Services (DSS), Madera County Probation Department, Madera Community College Center. In addition, meetings are held quarterly with district FY liaisons to provide better coordination of FY services.
13. Information regarding Foster Youth programs and services to expelled youth was shared and discussed by the Madera County Superintendent of Schools, County Office staff, and district superintendents at the regularly scheduled Madera County superintendent meetings.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.68%	4.17%	0%	2	2	0
African American	1.03%	10.42%	1.41%	3	5	1
Asian	%	%	0%			0
Filipino	0.34%	%	0%	1		0
Hispanic/Latino	77.05%	50%	61.97%	225	24	44
Pacific Islander	%	%	0%			0
White	12.67%	18.75%	15.49%	37	9	11
Multiple/No Response	5.48%	16.67%	0%	16	8	15
			Total Enrollment	292	48	71

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	2	1	4
Grade 1		6	2
Grade 2	4	1	5
Grade3	1	3	1
Grade 4	1	3	5
Grade 5	3	1	4
Grade 6	2	8	3
Grade 7	7	8	15
Grade 8	19	17	32
Grade 9	21		
Grade 10	39		
Grade 11	56		
Grade 12	137		
Total Enrollment	292	48	71

Conclusions based on this data:

1. K - 3 and 4 - 6 cohorts have maintained number of students the last two years.

2. Number of students in grades 7 and 8 have greatly increased.

3. Students in grades 7 and 8 have the highest number of absences.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	75	8	15	25.7%	16.7%	21.1%
Fluent English Proficient (FEP)	104	5	13	35.6%	10.4%	18.3%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. MCIA needs to RFEP students.
2. There is an increase in enrolled ELs.
3. Administrators and teachers need to analyze data to increase ELPAC scores and use local assessment to meet RFEP criteria.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	4	*	*	4	*	*	4			100
Grade 5	*	*	5	*	*	5	*	*	5			100
Grade 6	*	*	11	*	*	11	*	*	11			100
Grade 7	*	17	24	*	17	24	*	17	24		100	100
Grade 8	19	31	30	17	30	27	17	30	27	89.5	96.8	90
Grade 11	110	75		103	73		103	73		93.6	97.3	
All Grades	147	138	77	136	135	73	136	135	73	92.5	97.8	94.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	2421.8	*	*	9.09	*	*	0.00	*	*	18.18	*	*	72.73
Grade 7	*	2456.6	2441.9	*	0.00	0.00	*	11.76	8.33	*	23.53	29.17	*	64.71	62.50
Grade 8	2489.9	2460.0	2480.9	5.88	0.00	0.00	11.76	16.67	14.81	17.65	13.33	33.33	64.71	70.00	51.85
Grade 11	2484.3	2477.5		0.97	0.00		8.74	8.22		33.98	28.77		56.31	63.01	
All Grades	N/A	N/A	N/A	1.47	0.00	2.74	10.29	9.63	9.59	30.15	22.96	26.03	58.09	67.41	61.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	9.09	*	*	18.18	*	*	72.73
Grade 7	*	11.76	0.00	*	29.41	45.83	*	58.82	54.17
Grade 8	5.88	6.67	3.70	35.29	30.00	25.93	58.82	63.33	70.37
Grade 11	3.88	5.48		42.72	38.36		53.40	56.16	
All Grades	4.41	5.93	4.11	40.44	33.33	28.77	55.15	60.74	67.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	0.00	*	*	45.45	*	*	54.55
Grade 7	*	0.00	4.17	*	41.18	33.33	*	58.82	62.50
Grade 8	0.00	0.00	3.70	35.29	26.67	33.33	64.71	73.33	62.96
Grade 11	1.94	0.00		31.07	26.03		66.99	73.97	
All Grades	2.21	0.00	2.74	32.35	25.93	34.25	65.44	74.07	63.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	9.09	*	*	36.36	*	*	54.55
Grade 7	*	0.00	4.17	*	41.18	41.67	*	58.82	54.17
Grade 8	5.88	3.33	0.00	76.47	40.00	70.37	17.65	56.67	29.63
Grade 11	3.88	4.11		57.28	61.64		38.83	34.25	
All Grades	4.41	2.96	4.11	57.35	52.59	47.95	38.24	44.44	47.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	9.09	*	*	18.18	*	*	72.73
Grade 7	*	11.76	0.00	*	58.82	41.67	*	29.41	58.33
Grade 8	5.88	0.00	3.70	47.06	36.67	48.15	47.06	63.33	48.15
Grade 11	0.97	1.37		45.63	49.32		53.40	49.32	
All Grades	1.47	2.22	5.48	46.32	44.44	34.25	52.21	53.33	60.27

Conclusions based on this data:

1. Grade 8 students increased significantly in the area of Listening in 18-19.
2. Students are not proficient in ELA and MCIA need to increase focus and rigor in ELA.
3. Grade students increased significantly in the area of Reading in 18-19.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	4	*	*	4	*	*	4			100
Grade 5	*	*	5	*	*	5	*	*	5			100
Grade 6	*	*	11	*	*	11	*	*	11			100
Grade 7	*	17	24	*	17	24	*	17	24		100	100
Grade 8	19	31	29	17	30	27	17	30	27	89.5	96.8	93.1
Grade 11	110	75		104	73		104	73		94.5	97.3	
All Grades	147	138	76	138	135	73	138	135	73	93.9	97.8	96.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	2376.3	*	*	0.00	*	*	0.00	*	*	9.09	*	*	90.91
Grade 7	*	2418.1	2429.8	*	0.00	0.00	*	0.00	0.00	*	17.65	20.83	*	82.35	79.17
Grade 8	2415.9	2438.1	2429.5	0.00	0.00	0.00	0.00	0.00	0.00	17.65	16.67	11.11	82.35	83.33	88.89
Grade 11	2438.8	2434.6		0.00	0.00		0.00	0.00		8.65	4.11		91.35	95.89	
All Grades	N/A	N/A	N/A	0.72	0.00	0.00	0.00	0.00	0.00	11.59	8.15	15.07	87.68	91.85	84.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	0.00	*	*	9.09	*	*	90.91
Grade 7	*	0.00	0.00	*	11.76	8.33	*	88.24	91.67
Grade 8	0.00	0.00	0.00	11.76	6.67	7.41	88.24	93.33	92.59
Grade 11	0.00	0.00		2.88	1.37		97.12	98.63	
All Grades	0.72	0.00	0.00	5.80	3.70	8.22	93.48	96.30	91.78

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	0.00	*	*	9.09	*	*	90.91
Grade 7	*	0.00	0.00	*	11.76	20.83	*	88.24	79.17
Grade 8	0.00	0.00	0.00	23.53	43.33	33.33	76.47	56.67	66.67
Grade 11	0.00	0.00		25.00	17.81		75.00	82.19	
All Grades	0.72	0.00	0.00	24.64	20.74	23.29	74.64	79.26	76.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	0.00	*	*	18.18	*	*	81.82
Grade 7	*	0.00	4.17	*	29.41	37.50	*	70.59	58.33
Grade 8	0.00	0.00	0.00	23.53	16.67	25.93	76.47	83.33	74.07
Grade 11	0.00	0.00		37.50	31.51		62.50	68.49	
All Grades	0.72	0.00	1.37	34.78	25.19	27.40	64.49	74.81	71.23

Conclusions based on this data:

1. Students are not grade-level proficient in math and MCIA need to increase focus and rigor in math.
2. Students in grade 6 performed the lowest in the different strands.
3. All students assessed performed the lowest in Concepts and Procedures

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 4	*		*		*		*	
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	4
Grade 8	*	*	*	*	*	*	*	4
Grade 9	*		*		*		*	
Grade 10	1529.5		1534.8		1523.9		11	
Grade 11	1537.7		1540.3		1534.8		17	
Grade 12	1567.6		1573.9		1560.8		29	
All Grades							68	13

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	*	*	*		*		*	*	*
6		*	*	*	*	*		*	*	*
11			70.59		*		*		17	
12	*		48.28		*		*		29	
All Grades	17.65	15.38	52.94	30.77	20.59	53.85	*	0.00	68	13

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	*	*	*		*		*	*	*
6	*	*	*	*		*		*	*	*
12	75.86		*		*				29	
All Grades	60.29	30.77	25.00	38.46	*	30.77	*	0.00	68	13

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		*		*	*	*	*	*	*	*
12	*		*		37.93		*		29	
All Grades	*	7.69	25.00	15.38	39.71	53.85	32.35	23.08	68	13

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*		64.71		*		17	
12	48.28		41.38		*		29	
All Grades	32.35	23.08	57.35	61.54	*	15.38	68	13

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	76.47		*		*		17	
12	82.76		*				29	
All Grades	76.47	46.15	20.59	53.85	*	0.00	68	13

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11			*		82.35		17	
12	*		44.83		48.28		29	
All Grades	*	15.38	35.29	38.46	60.29	46.15	68	13

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*		88.24				17	
12	*		68.97				29	
All Grades	19.12	7.69	76.47	92.31	*	0.00	68	13

Conclusions based on this data:

1. More than 15 percent of students met ELPAC RFEP criteria.

2. Students performed the best in Speaking Domain.

3. Eighty-five percent of students do not meet ELAC criteria for reclassification.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
48	95.8	16.7	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	8	16.7
Homeless	4	8.3
Socioeconomically Disadvantaged	46	95.8
Students with Disabilities	4	8.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	10.4
American Indian	2	4.2
Hispanic	24	50.0
White	9	18.8

Conclusions based on this data:

1. Staff demographics are representative of student demographics.
2. Percentage of Homeless and Foster youth may increase as a result of COVID-19.
3. Almost all students qualify for free or reduced meals.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Yellow		

Conclusions based on this data:

1. High absenteeism.
2. Students not demonstrating proficiency in ELA.
3. Students not demonstrating proficiency in math.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

Red	Orange	Yellow	Green	Blue
0	0	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
93 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.7 points	7	1
35		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
0 Students	95.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Increased ++7.7 points	3
	33	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 83.9 points below standard Increased Significantly ++22.6 points 15	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 2	110 points below standard Maintained -2.9 points 25

Conclusions based on this data:

1. There was increase for all students in ELA.
2. Hispanic students had the greatest growth (increased significantly).
3. English only students scored lower.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
153 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++28.9 points 35	7	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	No Performance Color
	156.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Increased Significantly ++25.4 points 33	3

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 146.7 points below standard Increased Significantly ++36.9 points 15			No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 2	164.2 points below standard Increased Significantly ++25.7 points 25

Conclusions based on this data:

1. Hispanic students increase the most.
2. All students increased significantly.
3. English Only students and Socioeconomically Disadvantaged students increased about the same.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
61.5 making progress towards English language proficiency
Number of EL Students: 13
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	1	0	8

Conclusions based on this data:

1. Most students progressed at least one ELPI level.
2. Students performed low.
3. Most students are making progress toward English language proficiency.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. DOES NOT APPLY

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

1	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
52.7	38.9	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.8	Declined -24.7	1
91	18	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	53.5	Less than 11 Students - Data Not Displayed for Privacy
6	Declined -2.4	8
	86	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5	3	2	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
54.7	56.3	Less than 11 Students - Data Not Displayed for Privacy	25
Increased +1.1	16	0	Declined -32.9
53			12

Conclusions based on this data:

1. There was a decline in attendance.
2. English learners and white student had the greatest decline in attendance.
3. Many groups do not have enough students to be able to identify concerns from dashboard, so there is a need to analyze local data.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. DOES NOT APPLY

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
0	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	Maintained 0	
97	19	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
7	Maintained 0	9
	92	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0 Maintained 0 58	No Performance Color 0 Maintained 0 16		No Performance Color 0 Maintained 0 13

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	0

Conclusions based on this data:

1. MCIA maintained not having any suspensions in 2019.
2. With independent study there are very few if any suspensions.
3. There is a great opportunity to reward positive behavior.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

Students will achieve higher levels of learning to prepare them to be college and career ready.

Goal 1

Students will achieve higher levels of learning to be academically proficient in any educational setting.

Identified Need

Increased achievement in all content areas; focused intervention strategies for low performing students, and common formative assessment for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of reclassified EL students upon the completion of an alternative assessment.	Assessments purchased to be used to meet local assessment criteria for the purpose of reclassification of English learners.	LAS Links and i-Ready assessments purchased. 0 students reclassified.
All teachers will continue to access professional development through internal and external agencies.	100 % of teachers receive professional development annually.	100% of teachers will have professional development on California State Standards with focus on ELA and ELD instruction.
Increase student performance on the CAASPP ELA assessment.	2016 CAASPP Scores.	Increase the percent of students achieving a score of standard met or higher in ELA to 15%.
Increase student performance on the Math CAASPP assessment.	2016 CAASPP Scores.	Increase the percent of students achieving a score of standard met or higher in math to 5%..
Increase student performance on the CAASPP ELA and Math assessment for EL students.	2016 CAASPP Scores.	Increase percent of students achieving a score of standard met or higher to 15% for ELA and 5% for Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students will receive standards based instruction and instructional materials.	100% of students receive standards based instruction and instructional materials.	100% of students receive standards based instruction and instructional materials.
Appropriately credentialed teachers will teach all students.	Appropriately credentialed teachers teach 100% of students.	Appropriately credentialed teachers teach 100% of students.
Access to a broad Course of Study.	100%-All students will receive broad course of study.	100%-All students will receive broad course of study.
All students will have access to a Chromebook and hot spot as MCIA will move to 1:1 model.	Start of 20-21 school year.	100% of students will have a Chromebook and internet access to have at home and school.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

MCIA students will academically proficient to be successful academically in any educational setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF - Base 4000-4999: Books And Supplies Books

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

MCIA will provide support for EL students. Professional development in best practices will be provided to all staff. An additional EL assessment will be created to gauge student's proficiency and assist in increasing the reclassification of students. A new EL master plan will be developed and support will be provided by a teacher on special assignment and an EL consultant with MCSOS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,300	LCFF and Title I

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

MCIA will develop teams of teachers and administrators to analyze data and make recommendations to drive instruction. LAS Links will be implemented to assess students in reading, writing, speaking, and listening domains. The data gathered will be used as a common assessment to satisfy a critical area identified by WASC, and scores will be used to satisfy criteria for reclassification of English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,500	LCFF and Title I

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

MCIA will provide opportunities for professional development for all staff. Scheduled staff meetings and designated professional development days will be used to address best practices and collaboration on topics relevant to the needs of the MCIA staff and the needs of MCIA students. Teachers will also be encouraged to seek out professional development opportunities to address areas of individual growth. Content area specialists in ELA and Math from MCSOS will be used to provide professional development to improve instruction for all students. In addition, the CSI plan calls for professional development and trainings for curriculum, formative assessments, and teaching strategies, especially for the blended classes, particularly, the new blended class for students in grades 4-6 to supplement the services for independent study students. The blended class offerings will be extended to provide increased support to students in grades 7-8.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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

MCIA administration will ensure all students are provided with needed technology resources to maximize learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies
30,000	Title I Part A: Allocation 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Socioeconomically Disadvantaged

Strategy/Activity

Academic supports will be provided to students to assist them in preparation of graduation. Students will have career exploration opportunities, and benefit from academic counseling, and tutoring.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
42,223	Title I Part A: Allocation
15,000	Foster Youth

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MCIA will continue to recruit and retain appropriately credentialed teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
226,800	LCFF - Base

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Madera County Independent Academy (MCIA) students were provided an academic program that addressed student needs regarding a safe learning environment with individualized learning goals. The program included offering seat--time classes for students in grades K - 3, and also 4 - 6, in order to strengthen their literacy and language skills, while developing socially and emotionally in a smaller setting. Continued support from a MCSOS EL program director was beneficial for teachers in working with MCIA students. Student success was also supported with academic counseling, field trips, workshops, and assessment preparation. Additional programs were offered for foster youth and homeless youth through collaboration with internal and external agencies. Staff received professional development through weekly staff meetings and opportunities to attend training offered through educational agencies . Professional development focused on English Learners, Common Core, reading/writing skills, Project based learning, and the use of technology for educational purposes. Additionally, professional development on trauma informed teaching was provided to all

staff through Madera County Behavioral Health. Student scores on the CAASPP show a need for improvement in both ELA and Math, and chronic absenteeism continues to be a concern. There were not any EL students that met standards in ELA or math, and although MCIA made improvements in the EL reclassification process, no EL students were reclassified.

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

Parent Liaison position was not hired during the year and counselors, along with counseling assistant, performed actions listed. Planned internal contracts for training and professional development were changed due to staffing availability. Software for curriculum and assessment was purchased during the year to supplement established curriculum.

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.

The EL Master Plan was rewritten and common alternate assessments to be used for reclassifying students, were purchased. This additional assessments will meet criteria for reclassification of English Learners, and serve as a formative assessment to highlight areas of growth and needed supports. Professional development provided to all staff to improve EL student instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Well Being and Positive Campus Culture

LEA/LCAP Goal

MCIA will provide resources and services to improve the social and emotional well--being of each student to provide a safe learning environment.

Goal 2

MCIA will provide resources and services to improve the social and emotional well--being of each student to provide a safe learning environment.

Identified Need

Increased student success through rigor and relevance, while maintaining an environment that is physically and emotionally safe for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students will have opportunity to participate.	All students.	MCIA has increased educational opportunities in a classroom setting for students in grades K -3 and 4 - 6. As part of their educational program, students attend school two additional days (2.5 hours per day) in addition to their individually scheduled weekly one-hour appointments. These students are able to develop academically, socially, and emotionally in a a smaller classroom setting. Students who have had high rates of absenteeism attend school more often and make academic gains. All students have individual appointments where teachers are able to support them with content, and make adjustments to individualized learning goals on a weekly basis. Teachers planned field trips for students of all ages to allow access to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		learning beyond the classroom. Teachers incorporate supports to assist with the language demands of the curriculum. An RSP teacher provides additional support for students on an IEP as prescribed.
Maintain or increase the number of students that are provided transportation.	Any student with transportation issues.	Although there were not any students needing transportation, regular communication among teachers, support staff, and administration allows for necessary arrangements for these students.
Maintain 100% of students receiving counseling services.	All students.	Students and families are required to meet with academic counselors in order to register. This process allows counseling staff to make appropriate referrals for the student. All academic counselors are bilingual and are able to communicate clearly and effectively with families. In addition, MCIA has access to a school psychologist, who is also bilingual. There is a referral form teachers can access to refer students for mental health or academic services. Since students meet with teachers individually, teachers are able to know students better and conversations or changes in behavior suggesting interventions are required can quickly result in a referral. Furthermore, established networks with behavioral health and public health allow students to be referred to other agencies if needed.
Host two school-wide events to invite parents and families to MCIA.	Two events annually.	Family Appreciation Day (Open House) was held on Friday, October 4, 2019 and 64 people attend (that is 9 people more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		than last year). Families enjoyed a performance from the K-3 Class, games, food, crafts and raffle prizes. The scheduled event for the spring was cancelled due to COVID-19 school closures.
Maintain school facilities in "Good Repair."	Good Repair	The Facilities Inspection Tool (FIT), which is on file, shows it is in "Good Repair."
Reduce chronic absenteeism.	Reduce chronic absenteeism to under 50%.	52.7% chronic absenteeism
Students and parents will report feeling safe and supported at school.	In 2017--18: 90% of students feeling safe at school and 90% of students feeling staff cares about them.	100% reported feeling safe at school, as well as respected and valued.
Maintain 0% suspension rate	0%	No students suspended.
Seat time attendance of 85%	85%	2019-20 attendance is 85.4%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers took students on extended learning opportunities that including field trips to the zoo, Fresno State Planetarium, and pumpkin patch. Also, Reptile Ron visited students at MCIA for a surprise assembly to share information on preservation of animals, and opportunities for students to safely pet the animals. Spring field trips were cancelled due to COVID-19 school closure.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 5000-5999: Services And Other Operating Expenditures

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

To help ensure safe arrival to and from school MCIA provided students with tickets for local transportation as needed, and made arrangements with MUSD to allow students to ride the bus when necessary.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Foster and Homeless Youth

Strategy/Activity

MCIA provided supplemental services to homeless, and foster youth students. Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies facilitated students' accessing services. Additional resources contributed to students emotional well-being.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,900	Foster Youth 5000-5999: Services And Other Operating Expenditures

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

MCIA coordinated with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals for students in need of services.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
130,100	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries

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

MCIA hosts two school events for all students to participate in order to build a sense of school pride and belonging. One event was held in the fall, and another week--long even was to be held in late spring to invite students and their families on to campus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,200	LCFF 4000-4999: Books And Supplies

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

MCIA provided and maintained safe, clean, and quality learning facilities for students and staff. A major remodel at the start of the 2019-20 school year was well received by students, parents and staff.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

32,100	LCFF 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The staff at MCIA has many programs in place to promote a committed, caring, and connected environment for students. Services for homeless and foster youth were provided in numerous areas under the direction of administration, and a school counselor (PPS), who also serves as the county liaison for foster youth students and regional activities. MCIA has a trained academic counseling staff, with counselor available daily, and a dedicated school counselor for foster youth students. Tickets for local public transportation are provided to make sure students have safe access to and from school. The staff does offer many extended learning opportunities to engage student in school. These activities included field trips, music performances, regional workshops, and college visits. There were many successes in school connectedness. MCIA provided a safe and clean school and students expressed high level of safety on school climate survey. Students in grades K - 6 were able to participate for the first time at MCIA in numerous school activities and field trips. The seat time attendance percent remained above 85%, which is much higher than students had at previous schools. There were strong counseling supports for students, including support from foster youth and Madera County public agencies.

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

Field trips and other activities, including parent engagement opportunities and eighth grade promotion, were cancelled due to COVID-19 school closures and social distancing guidelines.

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.

All students will be able to check out a Chromebook and hot spot to be able to access lessons online, and be in a better position should distance learning due to COVID-19 continue. The school will also absorb the monthly costs for internet access.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Engagement

LEA/LCAP Goal

MCIA will encourage greater stakeholder participation and input by developing meaningful relationships with parents and families.

Goal 3

MCIA will encourage greater stakeholder participation and input by developing meaningful relationships with parents and families.

Identified Need

Increase student engagement in school through greater parent participation and connectedness to MCIA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers and staff will maintain a call log for communication with parents/families.	All teachers will maintain a call log for each student on their caseload.	Each student file will have a copy of call log from teacher to parent, and will include means of communication.
Parents will be invited to attend more school events by mailers and personal phone calls home.	One event in the fall and one in the spring for parents to attend MCIA and visit with teachers and staff.	Open-house even held in the fall, and family appreciation event hosted by MCIA in the spring.
Teachers and staff will make positive parent contacts regarding students to share positive behaviors and/or academic gains.	Teachers and staff will call a minimum of three parents per month regarding students to share positive behaviors and/or academic gains	Throughout the year, all students will have received a positive call home to parents from their teacher.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

MCIA will provide effective communication with parents of regular and special education students in the home language regarding school administration, activities, student progress, and attendance. This will be maintained with phone calls, home visits, regular progress reports, and an updated website. Bilingual services will be provided for parent meetings, including IEPs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,700	

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The unduplicated student population has some of the lowest rates of parent involvement. To address their needs, the LEA will provide classes and workshops, open house, and family events to increase opportunities for involvement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4700	LCFF
400.00	Title I

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

MCIA will provide opportunities for parent input through surveys and participation in formal and informal advisory committees, including Site Council, ELAC/DELAC and other school engagement meetings. These events will increase parent involvement for unduplicated student population.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4200	LCFF

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Parents of all students, including regular and Special Education, were kept informed on student progress in home language of the family, including bilingual services for meetings and IEPs. In the case of attendance problems parents were informed via truancy letters and follow up student/parent meetings. Parent informational and stakeholder meetings were held to increase opportunities for the parents of unduplicated students to have input and become involved in school and the education of their child. An LCAP parent survey was administered, and meetings for preparing students for high school were held. MCIA increased parent participation for parents of unduplicated pupils by starting a parent and family appreciation day, recognizing a student of the month on a monthly bases for the three grade spans, and a school climate survey. The staff maintained contact with families on events and school attendance, and the seat time attendance percent increased to over 85%.

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

Parent engagement opportunities scheduled for the spring were cancelled due to COVID-19 school closures.

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.

None

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$56,000
Total Federal Funds Provided to the School from the LEA for CSI	$74,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$600,223.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$400.00
Title I Part A: Allocation	$72,223.00
Title II Part A: Improving Teacher Quality	$52,900.00

Subtotal of additional federal funds included for this school: $125,523.00

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

State or Local Programs	Allocation ($)
	$9,700.00
Foster Youth	$28,900.00
LCFF	$47,200.00
LCFF - Base	$233,800.00
LCFF - Supplemental	$1,200.00
LCFF - Supplemental and Concentration	$142,100.00
LCFF and Title I	$11,800.00

Subtotal of state or local funds included for this school: $474,700.00

Total of federal, state, and/or local funds for this school: $600,223.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	20000	20,000.00

Expenditures by Funding Source

Funding Source	Amount
	9,700.00
Foster Youth	28,900.00
LCFF	47,200.00
LCFF - Base	233,800.00
LCFF - Supplemental	1,200.00
LCFF - Supplemental and Concentration	142,100.00
LCFF and Title I	11,800.00
Title I	400.00
Title I Part A: Allocation	72,223.00
Title II Part A: Improving Teacher Quality	52,900.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	130,100.00
4000-4999: Books And Supplies	50,200.00
5000-5999: Services And Other Operating Expenditures	105,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		9,700.00

	Foster Youth	15,000.00
5000-5999: Services And Other Operating Expenditures	Foster Youth	13,900.00
	LCFF	8,900.00
4000-4999: Books And Supplies	LCFF	1,200.00
5000-5999: Services And Other Operating Expenditures	LCFF	37,100.00
	LCFF - Base	226,800.00
4000-4999: Books And Supplies	LCFF - Base	7,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	130,100.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	12,000.00
	LCFF and Title I	11,800.00
	Title I	400.00
	Title I Part A: Allocation	42,223.00
4000-4999: Books And Supplies	Title I Part A: Allocation	30,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	52,900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	397,723.00
Goal 2	183,500.00
Goal 3	19,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

School Principal

Classroom Teachers

Name of Members	Role

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Carmen Chavez via proxy	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/17/20.

Attested:

Scott Ellingson	Principal, Scott Ellingson on 6/17/20
Rebecca Douglas via zoom	SSC Chairperson, Rebecca Douglas on 6/17/20

School Year: **2020-21**

8.5.3

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Juvenile Hall (Endeavor/Voyager Secondary)	20102072030153	6-17-20	

Purpose and Description

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

Schoolwide Program

The SPSA will continue to focus on providing opportunities for students to achieve at a high level through the implementation of rigoro instruction Access instructional technol through the

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

The SPSA meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process. Endeavor/Voyager operate as part of Madera County Superintendent of Schools and funds through the Consolidated Application. The School Site Council reviews annual updates of the proposed expenditures of funds allocated to the school annually. The SPSA aligns with the school goals for improving student achievement.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....2
Comprehensive Needs Assessment Components 3
- Data Analysis 3
- Surveys 3
- Classroom Observations....3
- Analysis of Current Instructional Program....3

Stakeholder Involvement 6
Resource Inequities 7
School and Student Performance Data 8
- Student Enrollment....8
- CAASPP Results....10
- ELPAC Results 14
- Student Population....16
- Overall Performance 17
- Academic Performance....18
- Academic Engagement....23
- Conditions & Climate....27

Goals, Strategies, & Proposed Expenditures....29
- Goal 1....29
- Goal 2....37

School Site Council Membership 41
Recommendations and Assurances 42

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys not conducted due to COVID-19 school closures, affecting teacher access to students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom formal observations conducted every two years and informal observations are ongoing. Teachers implementing professional development strategies provided to all teachers.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP, ELPAC, i-Ready, and LAS Links data used to guide instruction and planning for professional development. In addition, results are used to reclassify English Learner students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Reclassified English learners to be monitored four years after reclassification.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff meets CDE requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers received ongoing professional development on a weekly bases, providing networking opportunities with teachers from other alternative education schools.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers used local assessments and data from state assessments to plan instruction for students using common core state standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MCSOS provided professional development several times throughout the year, with an increase focus on improving academic proficiency in ELA. Additionally, teachers collaborated with other CAES teachers on designated and integrated ELD.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers from the facility collaborated several times a week, and also collaborated with other CAES teachers several times a month.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers teach to the CCSS standards using a variety of curriculum. This year, focus on aligning the supplemental ELA ELD curriculum on the CCSS standards as well. All PD focus has included LCAP, WASC, SPSA and CCSS standards alignment.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Endeavor/Voyager provides instruction for youth in a detention facility, and instructional minutes are in alignment with California Education Code minimum for credit recovery and graduation.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

There are very few students in the program in grade 8, but teachers align the curriculum to meet the needs of students. The current program utilized is iReady; which includes a standards-based intervention program for students with identified sub-skill weaknesses

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Curriculum is being reviewed by the CAES Curriculum Committee and target focus areas supplemented with CCSS aligned curriculum. Next year's focus will be on StudySynch ELA / ELD roll-out.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students have availability to standards-based instructional materials appropriate to their grade level. Curriculum is being reviewed by the CAES Curriculum Committee and target focus areas supplemented with CCSS aligned curriculum. Next year's focus will be on ELA / ELD.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students are provided direct instruction with support from an instructional assistant. Students requiring additional services receive support from an RSP teacher assigned to the sight., outside of the Full Independent Studies (FIS) 1-hour appointment schedules that our Independent Studies model operates. Students are allowed and encouraged to stay longer than their scheduled appointments to ensure they receive the additional supports needed to meet standards.

Evidence-based educational practices to raise student achievement

1) All Professional Growth and Development is based on student achievement needs / and staff input based on evidenced-based practices.
2) All supplemental curriculum is reviewed by the CAES Curriculum committee (formed in 2019-20) for additional curriculum purchases.
3) Technology integration has been coupled with ongoing group and individual supports by content specialists.
4) Focus on continued student achievement has not been compromised by the COVID-19 closures of 2020.
5) Ongoing "best-practices" are shared and reviewed at CAES PLCs, based on data disaggregation.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources are made available with 4-5 annually scheduled Parent workshops provided by CAES Counseling Dept.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Meaningful involvement of parents, students, teachers, Juvenile Probation, Behavioral health, and other stakeholders is critical to the development of the SPSA. The SPSA involvement and review process aligns with the school's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school. Established review processes included outreach to parents, classified and certificated staff, administration, and the community. LCAP stakeholder meetings contributed to the development of the SPSA, with parent representation from various MCSOS schools. In addition, the following groups and committees were a part of the review process and input gathering for the development of the SPSA:

- School Site Council
- English Learner Advisory Committee

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical (Title 1 D) services provided for under-performing students include: Counseling,Teachers, Administrative support, Bilingual Services, ELD, Homeless support, supplies /equipment and software (Odysseyware, i-Ready, LAS Links.)

Fiscal support (EPC)

Fiscal support is provided by the Business Department from the Madera County Superintendent of Schools.

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

Meaningful involvement of parents, students, teachers, Juvenile Probation, Behavioral health, and other stakeholders is critical to the development of the SPSA. The SPSA involvement and review process aligns with the school's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school. Established review processes included outreach to parents, classified and certificated staff, administration, and the community. LCAP stakeholder meetings contributed to the development of the SPSA, with parent representation from various MCSOS schools. In addition, the following groups and committees were a part of the review process and input gathering for the development of the SPSA:

- School Site Council
- English Learner Advisory Committee
- Administration Team
- Curriculum Collaboration Groups
- Parents
- Students
- Community

- Treatment Team Meetings

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	4.35%	8%	2.33%	2	2	1
African American	2.17%	4%	2.33%	1	1	1
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	82.61%	84%	86.05%	38	21	37
Pacific Islander	%	%	0%			0
White	10.87%	4%	6.98%	5	1	3
Multiple/No Response	%	%	0%			1
			Total Enrollment	46	25	43

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 8	1	2	1
Grade 9	4	1	6
Grade 10	15	4	8
Grade 11	17	9	13
Grade 12	9	9	15
Total Enrollment	46	25	43

Conclusions based on this data:

1. Demographics not representative of county.
2. Higher concentration of students in grades 11 and 12.
3. COVID-19 may cause drop in enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	15	9	13	32.6%	36.0%	30.2%
Fluent English Proficient (FEP)	13	7	12	28.3%	28.0%	27.9%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. Disproportionate amount of EL students compared to other CAES schools.
2. At least 60% of students come from families with a primary language other than English.
3. There is a potential to RFEP students while incarcerated.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*				
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	12	17	13	11	15	12	11	15	12	91.7	88.2	92.3
All Grades	14	22	16	13	19	15	13	19	15	92.9	86.4	93.8

* "The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2463.8	2468.2	2377.3	0.00	0.00	0.00	9.09	6.67	0.00	36.36	40.00	0.00	54.55	53.33	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	7.69	5.26	0.00	30.77	31.58	0.00	61.54	63.16	100.0

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	36.36	60.00	0.00	63.64	40.00	100.0
All Grades	0.00	0.00	0.00	30.77	47.37	0.00	69.23	52.63	100.0

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	18.18	20.00	0.00	81.82	80.00	100.0
All Grades	0.00	0.00	0.00	15.38	15.79	0.00	84.62	84.21	100.0

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	54.55	60.00	16.67	45.45	40.00	83.33
All Grades	0.00	0.00	0.00	46.15	57.89	20.00	53.85	42.11	80.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	6.67	0.00	54.55	26.67	0.00	45.45	66.67	100.0
All Grades	0.00	5.26	0.00	46.15	26.32	0.00	53.85	68.42	100.0

Conclusions based on this data:

1. Students assessed not performing at standard in ELA.
2. In order to increase proficiency, there is a need to increase focus and rigor in ELA.
3. Significant decline in focus areas in 18-19.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*				
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	13	17	11	12	15	11	12	15	11	92.3	88.2	100
All Grades	16	22	14	15	19	14	15	18	14	93.8	86.4	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2390.1	2387.1	2356.3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.67	0.00	100.0	93.33	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.56	0.00	100.0	94.44	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	0.00	0.00	0.00	100.0	100.0	100.0
All Grades	0.00	0.00	0.00	0.00	0.00	0.00	100.0	100.0	100.0

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	8.33	6.67	0.00	91.67	93.33	100.0
All Grades	0.00	0.00	0.00	6.67	11.11	0.00	93.33	88.89	100.0

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	58.33	13.33	36.36	41.67	86.67	63.64
All Grades	0.00	0.00	0.00	46.67	11.11	28.57	53.33	88.89	71.43

Conclusions based on this data:

1. There was an improvement in the area of Communicating Reasoning.
2. Not enough students were assessed to gather data in several focus areas.
3. Need to increase rigor in math curriculum.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	*		*		*		*	
Grade 8		*		*		*		*
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							14	5

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10		*	*	*	*	*	*	*	*	*
11	*	*		*	*	*		*	*	*
All Grades	*	*	*	*	*	*	*	*	14	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*	*	*	14	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*		*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*	*
11		*	*	*	*	*	*	*	*	*
All Grades		*	*	*	*	*	*	*	14	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	14	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	14	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	14	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	85.71	*	*	*	14	*

Conclusions based on this data:

1. Too few students to gather data.
2. Need for local assessment.
3. Increase integrated and designated ELD.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
25	100.0	36.0	8.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	36.0
Foster Youth	2	8.0
Homeless	1	4.0
Socioeconomically Disadvantaged	25	100.0
Students with Disabilities	2	8.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	4.0
American Indian	2	8.0
Hispanic	21	84.0
White	1	4.0

Conclusions based on this data:

1. High percentage of at-promise students that are EL.
2. Significant percentage of Foster youth.
3. All students are low SES.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
College/Career No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** Orange
	Chronic Absenteeism No Performance Color	

Conclusions based on this data:

1. Need to increase behavior interventions to reduce suspensions.
2. Small number of suspensions can have great impact on Dashboard indicators.
3. Need to explore other indicators to gather local data.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. Too few students to gather data.
2. Need for local assessment (i-Ready and LAS-Links).

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. There is not any data as the number of students assessed is too low.
2. Need to use i-Ready to gather data for mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Need to increase integrated and designated ELD.
2. Use LAS-Links as local assessment for ELs to gather data in the four domains.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
15	4	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0	Less than 11 Students - Data Not Displayed for Privacy
	15	1

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 13	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	**Prepared**	0 **Prepared**
Approaching Prepared	**Approaching Prepared**	0 **Approaching Prepared**
Not Prepared	**Not Prepared**	100 **Not Prepared**

Conclusions based on this data:

1. Too few students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

1. Students are not chronically absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
26.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
15	4	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	26.7	Less than 11 Students - Data Not Displayed for Privacy
	15	1

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 23.1 13	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 0 Students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
	26.7

Conclusions based on this data:

1. Need to gather local data.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
3.6	3.6	0
Increased +2.7	Increased +1.6	Maintained 0
220	55	31

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	3.6	0
	Increased +2.7	Declined -5.6
	220	28

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 13	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 4 Increased +2.8 176	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		No Performance Color 5 Increased +5 20

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.9	3.6

Conclusions based on this data:

1. Suspensions increased.
2. Need to have root-cause analysis.
3. SWD suspensions declined.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

All students will achieve higher levels of learning to prepare them to be college and career ready.

Goal 1

All students will achieve higher levels of learning to prepare them to be college and career ready.

Identified Need

The LCFF Evaluation Rubrics, Dashboard Alternative School Status (DASS), became available in December 2018. Although there were not enough students assessed to collect data, academic indicators reveal that students are not meeting standard in ELA and Math, which leads to curriculum needing delivery with equal consistency and increased rigor utilizing up-to-date curriculum. Where possible, and with permission from the probation department, more project-based learning should be implemented as well as the use of technology for instructional purposes.
Although there was progress was made in serving English Learners, more work needs to be accomplished in this area specific to supporting those students to be reclassified Fluent English Proficient, providing ongoing monitoring of those students who have been reclassified, and using appropriate instructional strategies for identified English Learners. Online assessments have provided valuable data on EL students' proficiency in ELA and math.
A comprehensive professional development plan needs to be developed and implemented to ensure high quality and rigorous instruction. Areas of need already identified to be addressed in this professional development plan include research based instructional strategies for all student including English Learners, use of instructional technology, working with students with special needs, differentiated instruction, and mentoring/coaching new teachers.
Improved transition planning for those "long term commit" students is an additional area of need. Currently, there is little communication between the instructional staff at the correctional facilities and the schools of residence when students are preparing to be released from custody. One academic counselor meets with students regularly, contributing to transition plans easily understood by students and available to them upon release from custody. In addition, transition plans provide students a variety of educational options and an understanding of requirements for each district.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Standardized Assessments as measured by CAASPP ELA scores in Met and Exceeded Standards (Priority 4)	2017/18: 0% 2018/19: 0%	10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Access to a broad course of study for all pupils and individuals with exceptional needs, as measured by master schedules and course enrollment lists (Priority 7)		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students in the Cadet Academy and students with longer sentences will have an Individual Graduation Progress Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Base Salaries & Benefits

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

Career interest survey for students in Juvenile Hall for more than fifteen days

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Base Salary & Benefits

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

Career assessment implemented with all students in the Correctional Academy within the first month of sentencing. Academic counselor meets with students in the academy regularly to administer Career Assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Base Sal & Benefits
	LCFF - Base

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learner (EL) students

Strategy/Activity

All EL students will be assessed using ELPAC and evaluated on reclassification criteria. New online assessments used as local assessments will contribute to meeting criteria for reclassification.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I
	LCFF - Supplemental and Concentration
	LCFF - Supplemental and Concentration

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

Maintain all students' access to standards aligned instructional materials. Improved instructional strategies will contribute to better grades and students to earn more credits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Base Salaries & Benefits

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

All students will receive instruction based on State adopted Common Core State Standards and will increase academic proficiency to be demonstrated on local and state assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Base Salaries & Benefits
	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

100% of students in Juvenile Hall and Cadet Academy have access to a course of study that allows them to earn credits that transfer to meet diploma track graduation requirements. Communication with MCSOS CAES registrar and home districts has expedited accessing academic records. Academic counselors are able to provide teachers with updated records and helps to give credit-recovery work to all students who are credit deficient.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF and Title I Services & Travel Salaries & Benefits
	LCFF and Title I Services & Travel Salaries & Benefits
	LCFF and Title I Services & Travel Salaries & Benefits
	LCFF and Title I

	Services & Travel Salaries & Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students on IEPs

Strategy/Activity

All SPED students receive targeted support and appropriate special education services through RSP teachers, either in the classroom or individually.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students with valid scores will show individual growth on ELA and Math tests on i-Ready and LAS Links assessments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students who would need access to UC approved courses, as per their home district, to be accommodated on an individual basis online; however, the school does not receive UC completion rates for purposes of accountability.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Alternative School does not receive ELPI score. In addition, the ELPI score was suspended by State until 2020 because of new testing criteria.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

As an alternative school, graduation rates are not calculated because there will be no students in a four-year graduation cohort, however, the programs may become accountable for graduation rates if the new DASS school one-year cohort is adopted. Counselors to grade level reclassify all students based on credits earned, as opposed to years in high school. Number of qualifying students was below 11.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall, the articulated goal was achieved through implemented services. Professional development for certificated and classified employees focused on increasing student academic proficiency in ELA. Qualified certificated and classified staff nurtured, served, and guided students to be college and career ready, by creating opportunities for students to give back to the community and compete in academic competitions consisting of poetry and writing. Students were commended for their volunteer work with Wreaths Across America. Teachers and academic counselor provided regular updates to students to inform them of their academic progress toward completing graduation requirements.

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

COVID-19 greatly affected the goal for the Spring 2020 semester, as opportunities beyond the classroom were cancelled for safety precautions. State and local assessments were discontinued, which will continue to affect students' opportunities to be Reclassified Fluent English Proficient. In addition, recent data will not be available for the coming year.

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.

During the comprehensive needs assessment process, it was determined that no changes needed to be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Well Being and Positive Campus Culture

LEA/LCAP Goal

Students will be connected and committed to their education in a safe environment. (Aligned to MCSOS LCAP Goal 2)

Goal 2

Students will be connected and committed to their educations in a safe environment.

Identified Need

Increase the engagement and support of parents and other stakeholders, to create a supportive network for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facilities maintained as measured by SARC review (Priority 1).	2018/19: Good 2019/20:Good	Good
Attendance rate as measured by district average attendance at P2 (Priority 5).	2018/19: 97.2% 2019/20: 98%	100%
Chronic Absenteeism as measured by % of students with 10% or more absenteeism (Priority 5).	2018/19: 0% 2019/20: 0%	0%
Suspension rate (Priority 6).	2018/19: 0.9% 2019/20: 3.6%	0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The educational services provided by Madera County Superintendent of Schools will maintain a positive collaboration with the Deputy Chief Probation Officer of the Madera County Juvenile facility. The educational administrator will ensure the number of teachers provided to Juvenile Hall and the Cadet Academy will create a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code. The lower class size will provide opportunities for more personalized instruction and assistance for unduplicated pupils, and increase student ability to access curriculum and earn additional credits toward graduation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Base Salaries & Benefits
	LCFF - Supplemental and Concentration Salaries & Benefits

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

Many students in the correctional facility have low academic performance, contributing to being credit deficient, and not aware of post-secondary options and services. Teachers or academic counselors will prepare one presentation each semester that features community resources, or on a topic that provides future options for students after their time in the correctional facility. Presentations to students to help them gain a greater sense of connection and responsibility to the community and commitment to their own learning goals.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Supplemental and Concentration Salaries & Benefits Supplies Services
	LCFF - Supplemental and Concentration Salaries & Benefits Supplies Services
	LCFF - Supplemental and Concentration

	Salaries & Benefits Supplies Services

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

Students in the correctional facility have low academic performance and lack positive school or community contacts in the comprehensive school settings. CAES academic counselors will work individually and with groups of students from the time of student enrollment through the student's graduation from high school. The work of the academic counselors will develop students' trust in adults, and provide resources in the CAES division and community. As a result, student engagement will increase, and students will commit to their learning goals and post-secondary options.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Supplemental and Concentration Salaries & Benefits

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall, actions and services were implemented to achieve the articulated goal. Educational enrichment activities and field trips were provided for students in the correctional academy, which contributed to their emotional and physical well-being . A variety of support services around trauma, mental health, crisis intervention, and truancy reduction were provided to students. Collaboration with other agencies contributed greatly to achieving this goal. Restructuring by the corrections department resulted in more student suspensions initially, but eventually returned to normal.

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

Enrichment activities were provided for students; however, expenditures came in lower than expected. Existing employees provided most activities during their regular work hours, along with

volunteers from the community, resulting in lower costs. In addition, planned events for the spring semester were cancelled due to COVID-19 pandemic.

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.

There were not any changes made, although plan is currently impacted by COVID-19 protocols for incarcerated youth and MCSOS.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Scott Ellingson	Principal
Donna Gilstrap	Classroom Teacher
Cheryl Clawson	Classroom Teacher
Corry Perez	Classroom Teacher
Betty Klein	Classroom Teacher
Maya Falcon	Other School Staff
Yolanda Lopez	Parent or Community Member
Jamie Snow	Parent or Community Member
Rebecca Douglas	Parent or Community Member
Alexia Romero	Secondary Student
Javier Garcia	Secondary Student
Emiliano Calderon	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Carmen Chang via pr	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/17/20.

Attested:

Scott Ellingson	Principal, Scott Ellingson on 6/17/20
Rebecca Douglas via zoom	SSC Chairperson, Rebecca Douglas on 6/17/20

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$327,910
Total Federal Funds Provided to the School from the LEA for CSI	$327,910
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$327,910

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
[Title I Part D]	$327,910

Subtotal of additional federal funds included for this school: $ [Enter federal funds subtotal here]

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

State or Local Programs	Allocation ($)
LCFF	$940,741

Subtotal of state or local funds included for this school:

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

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

CENTRALIZED SERVICES				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[1] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Teacher 100% to provide class size reduction	July 1, 2020 June 30, 2021		$127,930	Title I, D funds
ELD Director	July 1, 2020 June 30, 2021		$42,223	Title I, D funds
Counselor 20%	July 1, 2020 June 30, 2021		$26,298	Title I, D funds
Instructional Assistant 100%	July 1, 2020 June 30, 2021		$55,585	Title I, D funds
Substitute Teachers	July 1, 2020 June 30, 2021		$3,500	Title I, D funds
Contracted Services/Software	July 1, 2020 June 30, 2021		$22,800	Title I, D funds
Travel and Professional Dev	July 1, 2020 June 30, 2021		$4,500	Title I, D funds
Supplies	July 1, 2020 June 30, 2021		$19,501	Title I, D funds
Subtotal	$ 264,867			
Indirect Costs	$25,573			

Total	$ 327,910

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After–School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable,

1 List the date an action will be taken, or will begin, and the date it will be completed.

indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc

Of the four following options, please select the one that describes this school site.

Select from:
This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
This site operates a SWP but does not consolidate its funds as part of operating a SWP.
This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs -- *From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.*

None of the following programs are available at Endeavor/Voyager currently.

California School Age Families Education (Carryover only) *Purpose: Assist expectant and parenting students to succeed in school.*
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) *Purpose: Help educationally disadvantaged students succeed in the regular program.*
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) *Purpose: Develop fluency in English and academic proficiency of English learners.*
Peer Assistance and Review (Carryover only) *Purpose: Assist teachers through coaching and mentoring*
Professional Development Block Grant (Carryover only) *Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.*
School Safety and Violence Prevention Act (Carryover only) *Purpose: Increase school safety.*
List and Describe Other State or Local Funds *(e.g., Career and Technical Education [CTE], etc.).*

Program (from above)	Allocation	Is it consolidated in the SWP?
Not Applicable	0	na
Not applicable	0	na
Not applicable	0	na
Total amount of state categorical funds allocated to this school.	$0	

Federal Programs -- *From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.*

Title I, Part A: Allocation *Purpose: To improve basic programs operated by local educational agencies (LEAs).*
Title I, Part A: Parental Involvement *(if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act)* ***Purpose****: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a*

reservation from the total Title I, Part A allocation).
Title II, Part A: Improving Teacher Quality *Purpose: Improve and increase the number of highly qualified teachers and principals.*
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students *Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards.* ***(Title III funds may not be consolidated as part of a SWP[2])***
Title VI, Part B: Rural Education Achievement Program *Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.*
For School Improvement Schools only: School Improvement Grant (SIG) *Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.*
Other federal funds *(list and describe). Create a new row for each separate program.*

Program (from above)	Allocation	Is it consolidated in the SWP?
Title II, Part A	$1,472	
Total amount of federal categorical funds allocated to this school.	$329,382	
Total amount of state and federal categorical funds allocated to this school.	$329,382	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from: English Learner Advisory Committee (required if school has more than 20 English Learners enrolled) State Compensatory Education Advisory Committee Special Education Advisory Committee Gifted and Talented Education Advisory Committee Compensatory Education Advisory Committee

2 Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Departmental Advisory Committee Other committees established by the school or district (list)	
Not applicable at this time	[Signature of authorized person]

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: June 17, 2020.

Attested:

Scott Ellingson	Scott Ellingson	6/17/20
Typed name of School Principal	Signature of School Principal	Date
Rebecca Douglas	Rebecca Douglas via proxy	6/17/20
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

School Year: [2020-2021]

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Gould Educational Center	20102076077200		

Purpose and Description

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

The purpose of this School Plan for Student Achievement is to meet the requirements of a Schoolwide Program, and to address the causes for the school to be identified for Comprehensive Support and Improvement.

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

The Gould Educational Center services students from the nine different school districts that make up Madera County in regionalized programs for students with moderated to severe disabilities. Students with identified special needs from preschool to age 22 participate in the Gould Educational Center programs. These students are served in Special Day Classes at various locations including regular education school sites and a center based educational site. The students served by the Gould Educational Center may have severe cognitive disabilities, significant emotional and behavioral needs, or may be students who are deaf/hard of hearing. For the majority of the students, academic achievement is measured by the California Alternate Assessment (CAA) as well as their progress and attainment of individual goals and objectives developed by their Individualized Education Plan (IEP). In addition to their specialized academic instruction, students often receive additional designated services such as speech/language therapy, occupational therapy, deaf/hard of hearing services, services for the visually impaired, orientation and mobility services, specialized health care, behavior intervention services and adapted physical education.

Gould Educational Center was identified for Comprehensive Support and Improvement (CSI) based on a graduation rate below 67%. The 2019 California School Dashboard showed the Gould Educational Center with 12 students graduating out of a 30-student cohort, or a 40% graduation rate for the 2018-2019 school year.

Using the Dashboard results and data from our many sites, Gould Educational Center stakeholders identified areas for improvement, and developed this School Plan. Staff from the Madera County Superintendent of Schools – our LEA -- were involved in every step of developing the CSI Plan and the LEA's Local Control and Accountability Plan. The comprehensive school-level needs assessment

was facilitated by the LEA, and completed by looking at both state and local school data, survey data, and consultations with stakeholders, including staff and parents.

Our LEA and stakeholder comprehensive needs assessment followed the Improvement Science model, including: an initial goal setting meeting; a deep data dive following the 2019 Dashboard release to better understand our challenges and the systems of cause; and a root cause analysis in order to focus our collaborative efforts and identify drivers. All the goals, actions, strategies and budgetary decisions within this plan are a result of these collaborative efforts.

As a result of the needs assessment, evidence-based interventions that are currently in place and show evidence of positive results were identified. Additionally, other evidence-based interventions that will be implemented were identified to address the student outcomes, school climate, and conditions of learning. Those interventions include continued and increased support to new and veteran teachers. In past years, the Gould Educational Center has employed high numbers of new teachers who are teaching on a Short Term Staff Permit (STSP) or a Provisional Internship Permits (PIP). These teachers are just entering intern programs and therefore are not yet eligible for an Induction Program. In an effort to support and grow these new teachers the Madera County Superintendent of Schools has created a new teacher Professional Learning Coach Program. New teachers are paired with veteran teachers who meet set criteria. These veteran teachers go through an application and interview process prior to being selected and paired with a new teacher. The Professional Learning Coaches receive a $2,000 stipend for the year and work with no more than two new teachers. These Professional Learning Coaches communicate regularly with their new teachers throughout the school year. They also provide opportunities for classroom observations, the new teachers observing in their Professional Learning Coaches classrooms and the Professional Learning Coaches observing in their new teachers classrooms. Debrief and discussion follow each classroom observation. In addition to the support of the Professional Learning Coach, newly hired teachers also attend an additional day of training prior to the start of the school year. New staff learn about the Madera County Superintendent of Schools and the students served by the Gould Educational Center in addition to various trainings designed to meet the needs of new teachers such as, classroom management, working with instructional assistants, classroom set up and introductory information about Individualized Education Plans (IEPs).

In addition to the Professional Learning Coach Program, teachers are encouraged to attend a variety of professional learning opportunities. Strong teachers provide students with an engaging and rigorous education and professional development allows educators to hone their skills as professionals. The Gould Educational Center provides a wide spectrum of services for students with moderate to severe disabilities. With such a wide variety of services being offered, professional development opportunities may need to look different to meet the various needs of the staff. Teachers are able to attend trainings sponsored by the Special Education Local Plan Area (SELPA), which are local, trainers are brought into work with the Gould Educational Center Staff and staff is able to attend approved outside trainings as well. Professional development strengthens the teaching skills of the staff working with the students in the Special Day Classes.

One of the mandates of an Individualized Education Plan (IEP) is that the student be educated in the least restrictive environment. Staff is always working towards preparing students for the next least restrictive environment, which may be an integrated school site, mainstreaming with typically developing peers or possibly even returning to their district of special education accountability or district of residence. It is important for teachers to be familiar with what environment students are working toward. Understanding the skills students will need to be successful in the next less

restrictive environment allows teachers to be even more intentional about goal setting and the creation of teaching opportunities. Classroom observations allow teachers to see the actual environment that their student may entering; this allows them to see how to most appropriately prepare them for their new classroom setting. Teachers also benefit from observing fellow educators who have successful classroom practices. Program Directors are able to set up observations, which allow teachers to learn from their peers. All observations are followed with discussion about what was observed and how they might incorporate those strategies into their own practices as a classroom teacher.

The Madera County Superintendent of Schools operates programs for students who have met the criteria for special education services in the areas of deaf/hard of hearing. Many of these students have average cognition and are working toward a high school diploma. One student has chosen to participate in the afterschool Upward Bound Program. The Upward Bound Program is designed to increase the student completion of high school and enroll in and graduate from postsecondary education. Sign language interpreters are utilized for these college and career readiness opportunities.

The Comprehensive Support and Improvement (CSI) funds will also allow the Madera County Superintendent of Schools to add to the technology that is already in place in the Gould Educational Center classrooms. These Chromebooks would be in addition to what is already in place in the classroom. Adding Chromebooks to the classrooms would allow students to interact with the curriculum in additional ways and increase student engagement. Having more access to technology affords student an increase in opportunities to become computer literate. Many of our students have recreational technology skills and are able to play online video games, access YouTube or other social media, however many are lacking actual computer skills that may one day be needed for employment. This increased computer proficiency may also have a positive impact on student academic scores, as they are more able to interact with the computer-based assessment systems.

As mentioned previously, the Madera County Superintendent of Schools operates several regional classes for students who are eligible for special education with the qualifier of Emotional Disturbance (ED). Many of these student miss varying amounts of class time due to behavior and sensory regulation needs. When class time is missed, it does not allow the student to participate in lessons and learn key educational concepts, which can be vital to future learning exercises. The students served in the ED classes have already exhausted all resources at their school of residence, and by the time they are referred to the Madera County Superintendent of Schools many have significant learning gaps. These students are still demonstrating the same inability to regulate their emotions and behaviors that caused them to miss instruction in their school of residence. Many of these students do not react to sensory input in the same ways as their typically developing peers, which can result in students needing more sensory input to actively engage in their learning. When sensory needs are significant, it cannot only disrupt their learning, but also the learning of those around them. One of the integrated school sites that houses three ED classes has a newly vacated space where a sensory regulation space will be created. Instruction would continue while students make use of the sensory regulation space.

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

Resource Inequities

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

Increase the percentage of students who graduate from Gould Educational Center. For the 2019-2020 school year all students who were identified by their IEP teams as using district promotion criteria did graduate with a high school diploma. The majority of the students served the by the Gould Educational Center their promotion criteria is based on progress on goals rather than the traditional district promotion criteria.

Identified Need

The 2019 California School Dashboard data show the following data for Gould Educational Center:

Graduation Rate – 22.2% (Red Category)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	22.2%	40%

Goal 2

To provide staff with the skills necessary to increase the rigor of instruction.

Identified Need

During the 2019-2020 school year, 69% of the teaching staff attended non-mandatory trainings. This

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff training attendance	69%	75%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Professional Development Opportunities for Staff:

As mentioned previously the Gould Educational Center provides a wide variety of services for students with moderate to severe disabilities. In order to meet the varied needs of the staff, professional development opportunities need to be specifically designed to meet the needs of each group. The Madera County Superintendent of Schools offers professional development in a number of different ways. Outside presenters may be brought in and sometimes our own staff facilitates the training. Teachers are able to take advantage of the many Special Education Local Plan Area (SELPA) sponsored trainings, which often time have no registration fee. Staff is also able to attend approved outside trainings. Staff who attend outside trainings are encouraged to bring what they have learned back to the group. These funds will provide for registration or presenter fees, supplies and will pay for substitute teachers. Free and paid webinars and/or virtual workshops are also promoted to instructional staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$ 58,123	CSI Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

In past years, the Gould Educational Center has employed high numbers of new teachers who are teaching on a Short Term Staff Permit (STSP) or a Provisional Internship Permit (PIP). These teachers are just entering an intern program and therefore are not yet eligible for an Induction Program. In an effort to support and grow these new teachers the Madera County Superintendent of Schools has created a new teacher Professional Learning Coach Program. New teachers are paired with veteran teachers who meet set criteria. The veteran teachers go through an application and interview process prior to being selected and paired with a new teacher. The Professional Learning Coaches receive a $2,000 stipend for the year and work with no more than two new teachers. These Professional Leaning Coaches are required to communicate with their new teacher at least once per week. They also provide opportunities for classroom observations, the new teachers observing in their Professional Learning Coaches classrooms and the Professional Learning Coaches observing in their new teacher's classrooms. Debrief and discussion follow each classroom observation. In addition to the support of the Professional Learning Coaches newly hired teachers also attend an additional day of training prior to the school year starting. For the 2020-2021 school year there is the possibility for 12 new teachers. Not all may be eligible for the program, but funds will be allotted for all potential new hires.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$12,000 – This allows for six Professional Learning Coaches who will receive the $2,000 stipend.	CSI Funds

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Classroom observations/site visitations:

The Gould Educational Center provides a spectrum of services for students with moderate to severe disabilities. One of the mandates of an Individualized Education Plan (IEP) is that the student be educated in the least restrictive environment. Staff is always working towards preparing students for the next least restrictive environment, which may be an integrated school site, mainstreaming with typically developing peers or possibly even returning to their district of special education accountability or district of residence. It is important for teachers to be familiar with what environment students are working toward. Understanding the skills students will need to be successful in the next less restrictive environment allows teachers to be even more intentional about goal setting and the creation of teaching opportunities. Classroom observations allow teachers to see the actual environment that their student may be entering; this allows them to see how to appropriately prepare them for their new classroom setting. Teachers also benefit from observing fellow educators who have successful classroom practices. Program Directors are able to set up observations, which allow teachers to learn from their peers. All observations are followed with discussion about what was observed and how they might incorporate those strategies into their own practices as a classroom teacher. With the school closure during the 2019-2020 school year and starting the 2020-2021 school year in a distance learning format this activity/strategy has been modified. The hope is still that staff will be able to conduct classroom visitation once schools are permitted to open up for in-person instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$5,000 – Substitutes who have attended MCSOS Specialized Trained Teacher Substitutes training have a daily rate of $140,	CSI Funds

Amount(s)	Source(s)
and those who have not have a daily rate of $125.	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Additional sign language interpreting services for a student participating in the Upward Bound Program with Madera South High School. The student will be an 11th grader this year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$ 10,000 - Projected cost of interpreting services for Upward Bound activities	CSI Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

As we work to prepare students for an ever-increasing digital world, computer literacy is vital for college and career readiness. Last year additional Chromebooks were added to what is already in place in the classroom to provide students with the opportunity to increase interaction with the curriculum and further engage students. While these Chromebooks furthered the capacity to build the computer literacy some students need additional scaffolding to move toward the use of Chromebooks. These funds will allow additional iPads to be added to the classrooms. Two iPads will be purchased for each class along with cases for protection. Lastly, with the additional technology being added to the classroom charging cabinets will be needed. With increased access to technology,

students will become more proficient at using technology for academic and career readiness purposes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$60,000	CSI Funds

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Addressing the social emotional needs of students. The Second Step Programs build students' social-emotional skills using evidence-based strategies and lessons. The family of programs available through Second Step includes curriculum for children participating in Early Childhood programs through high school programs. Students in Early Childhood programs will learn skills to harness their energy and potential by teaching them how to listen, pay attention, manage their behavior and get along with others. When students learn self-regulation and social-emotional skills taught with Second Step Social-Emotional Learning (SEL), they are ready to successfully participate in the elementary environment. The Second Step program supports the needs of students in the K-5 environment by promoting the students' social, emotional, and academic success. The Second Step program nurtures social-emotional competence and develops foundational learning skills. Once children are middle school students, the Second Step program is designed with middle schoolers in mind. The skills taught in this program are how to handle strong emotions, setting and meeting goals, making good decisions, and forging positive relationships. A successful learner is not measured by academics alone. The Second Step program teaches skills for resolving conflicts, working with others, forming healthy relationships, and making good decisions—so students can be more successful emotionally, socially, and academically. Social, emotional, and cognitive development are interdependent. The Second Step program is a universal social-emotional learning program that has proven to improve daily student attendance and graduation rate for the schools that have implemented the learning programs. Schools in Anaheim, CA and Everett, WA saw improvement in student progress when they implemented Second Step programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$17,000	CSI Funds

Annual Review

SPSA Year Reviewed: 2019–20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The first goal for the Gould Educational Center School Plan for Student Achievement for the 2019-2020 school year was to increase the percentage of students who graduated from the Gould Educational Center. The California School Dashboard data showed that for the 2018-2019 school year the graduation rate was 40% which fell in the red category. The goal to increase the graduation rate was not met. This goal continues to be a challenge for the Madera County Superintendent of Schools (MCSOS). All of the students who attend the Gould Educational Center are students with disabilities. In fact, the students served have moderate to severe disabilities. As with all special education services, the goal is to serve students in the least restrictive environment. While some of the students served by MCSOS have average cognition, those students that have gained the skills necessary to be successful in a lesser restrictive environment are transitioned back to their district of residence.

The second goal was to provide staff with the skills necessary to increase the rigor of instruction. While previously staff attendance to non-mandatory training was not formally measured, approximately 25% of the instructional staff attended non-mandatory trainings during the 2018-2019 school year. During the 2019-2020 school year 69% of the teaching staff attended non-mandatory professional development opportunities. This is a substantial increase from previous years.

The first strategy/activity was to provide professional development opportunities for staff. As mentioned previously the Gould Educational Center provides a wide variety of services for students with moderate to severe disabilities. In order to meet the varied needs of the staff, professional development opportunities need to specifically designed to meet the needs of each group. During the 2019-2020 school year presenters were brought in to provide professional development and many teachers attended trainings sponsored by the Special Education Local Plan Area (SELPA) Many of those trainings have no registration fee. Staff also attended approved outside trainings. The funds were to be used for registration or presenter fees, supplies and to pay for substitute teachers. While many staff attended the local trainings, the majority of the outside professional development trainings that staff were scheduled to attend where cancelled due to the Coronavirus. Staff were scheduled to attend conferences for deaf/hard of hearing teachers and teachers who work with students who are visually impaired. Staff also had plans to attend statewide conferences for special educators and a

conference designed to work with students who are English language learners and have a disability. The money that was not spent during the 2019-2020 school year will continue to be spend on professional development opportunities.

The second strategy/activity was designed to support new teachers recently hired by the Madera County Superintendent of Schools. In past years, the Gould Educational Center has employed high numbers of new teachers who are teaching on a Short Term Staff Permit (STSP) or a Provisional Internship Permit (PIP). These teachers are just entering an intern programs and therefore are not yet eligible for an Induction Program. In an effort to support and grow these new teachers the Madera County Superintendent of Schools has created a new teacher Professional Learning Coach Program. New teachers are paired with veteran teachers who meet set criteria. The veteran teachers go through an application and interview process prior to being selected and paired with a new teacher. The Professional Learning Coaches receive a $2,000 stipend for the year and work with no more than two new teachers. These Professional Leaning Coaches are required to communicate with their new teacher at least once per week. They also provide opportunities for classroom observations, the new teachers observing in their Professional Learning Coaches classrooms and the Professional Learning Coaches observing in their new teacher's classrooms. Debrief and discussion follow each classroom observation. In addition to the support of the Professional Learning Coaches newly hired teachers also attend an additional day of training prior to the school year starting. During the 2019-2020 school year this program was implemented. Not all of the proposed expenditures were spent. During the 2019-2020 school year there were only six new teachers in need of a Professional Learning Coach, so only $6,000 of the proposed $10,000 were actually spent. Also, due to the school closure not all of the substitute teacher costs were spent.

The third strategy/activity was designed to allow staff time for classroom observations of the lesser restrictive environment that are the goal environment for their students. The Gould Educational Center provides a spectrum of services for students with moderate to severe disabilities. One of the mandates of an Individualized Education Plan (IEP) is that the student be educated in the least restrictive environment. Staff is always working towards preparing students for the next least restrictive environment, which may be an integrated school site, mainstreaming with typically developing peers or possibly even returning to their district of special education accountability or district of residence. It is important for teachers to be familiar with what environment students are working toward. Understanding the skills students will need to be successful in the next less restrictive environment allows teachers to be even more intentional about goal setting and the creation of teaching opportunities. Classroom observations allow teachers to see the actual environment that their student may be entering; this allows them to see how to appropriately prepare them for their new classroom setting. Teachers also benefit from observing fellow educators who have successful classroom practices. Unfortunately, this strategy/activity was not able to be fully implemented. Last year was the first year that the Gould Educational Center was required to write a SPSA so it was approved late in the year. This would not have been a problem and visits were being schedule, but due to school closures they were not made.

The fourth strategy/activity was to provide additional sign language interpreting services for a student participating in the Upward Bound Program with Madera South High School. This activity implemented after the plan was approved by the board. The Upward Bound Program was continued

even after the school closure and the student and interpreter attended through Zoom. The student plans on continuing the program into the 2020-2021 school year.

The fifth strategy/activity was to purchase additional Chromebooks to what is already in place in the classroom to provide students with the opportunity to increase their interaction with the curriculum and further engage students. The goal was for students to also become more proficient at using technology for academic and career readiness purposes. The Chromebooks were purchased, but they were not distributed to the classrooms, but to the students directly. Again, this was due to the school closures.

The final strategy/activity was the creation of a sensory regulation space for the Emotional Disturbance classrooms located on an integrated school site. Sensory regulation can help students, who have an emotional disturbance, academically in the classroom by helping them control their disruptive behaviors. Learning these self-regulation skills allows the student and the education staff to focus more on their academic deficits. The space would be used for body stabilization equipment, quiet space, light regulators, auditory deregulation tools and gross body movement space. Instruction will continue while students are in the sensory regulation space, which lessens the impact of their behaviors on both their education and the education of their classmates. These funds will continue to be used for this purpose. Once schools were closed the main focus was on providing students with distance learning and this project had to be postponed.

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

Strategy/Activity 1: Professional Development Learning Opportunities for Staff

The major differences between the intended implementation and/or the budgeted expenditure to implement the strategies/activities to meet the articulated goals were due the school closure in response to the Coronavirus. Many of the scheduled conferences and professional development training opportunities were cancelled and the registration and hotel fees were refunded. Professional development trainings being developed and scheduled with outside consultants were cancelled. All of the funds scheduled to be used for substitute teachers for the various activities were not able to be spent in full.

Proposed Expenditures for this Strategy/Activity: $81,899

Actual Expenditures for this Strategy/Activity: $12,555.50

Strategy/Activity 2: New Teacher Support

The projected expenditures needed for Professional Learning Coaches was $10,000. There were fewer Coaches needed so only a portion of the fund projected were used. Not all of the funds were used for the substitutes. Dates were scheduled and then cancelled due to the school closure. Teacher stipends are to be paid in the July paycheck.

Proposed Expenditures for this Strategy/Activity: $15,565

Actual Expenditures for this Strategy/Activity: $564.71

Strategy/Activity 3: Classroom Observations/Site Visitations

This was the first year that the Gould Educational Center has been required to write a SPSA. The initial SPSA was approved by the local board on February 11, 2020 and the school closure began on March 16th 2020. Classes were not in session for the remainder of the school year, therefor the observations and site visitations were not able to be completed as planned.

Proposed Expenditures for this Strategy/Activity: $15,565

Actual Expenditures for this Strategy/Activity: $0.00

Strategy/Activity 4: Sign Language Interpreters for the Upward Bound Program

The student did participate in this activity and the program continued to operate through Zoom during

Proposed Expenditures for this Strategy/Activity: $8,405

Actual Expenditures for this Strategy/Activity: $1,343.66

Strategy/Activity 5: Technology

The Chromebooks for this activity/strategy were purchased. However, they were checked out to individual students. When school reopens for in person instruction these Chromebooks will be deployed to the classrooms.

Proposed Expenditures for this Strategy/Activity: $46,573

Actual Expenditures for this Strategy/Activity: $44,933.93

Strategy/Activity 6: Creation of the Sensory Regulation Space

When schools were closed due to the Coronavirus, distance learning became the top priority for all Program Directors. The intention is for these funds to be used to create this sensory regulation space that will be utilized when schools reopen for in person instruction.

Proposed Expenditures for this Strategy/Activity: $10,000

Actual Expenditures for this Strategy/Activity: $0.00

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.

The two goals, to increase the percentage of students who graduate from Gould Educational Center and to provide staff with the skills necessary to increase the rigor of instruction will remain the same for the 2020-2021 school year. Both goals are still relevant and appropriate for the Gould Educational Center. There has been a substantial increase in the percentage of staff attending non-mandatory professional development opportunities which will increase the rigor of instruction.

Strategy/Activity 1 and 2: Professional Development will continue to be a strategy/activity, as will the Professional Learning Coach Program. Each year new staff are hired and there continues to be a need for support.

Strategy/Activity 3: While this activity continues to be of value and importance, in the current state of the state, classroom visitations may not be allowable or prudent. Therefore, goal will be adjusted.

Strategy/Activity 4: Sign language interpreting services for the Upward Bound Program will continue to be appropriate. The student is making progress toward graduation and will continue to participate in the program.

Strategy/Activity 5: Acquisition of technology. This will continue to be a goal for the Gould Educational Center. Some of our students are not yet ready to use Chromebooks so iPads will be purchased to act as a scaffold as students increase their computer literacy.

Strategy/Activity 6: This activity/strategy will be accomplished and expanded to other school sites as appropriate.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 0
Total Federal Funds Provided to the School from the LEA for CSI	$ 170,123
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 170,123