School Year: **2020-21**

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 rigorous instruction. Access to instructional technology through the use of tablets, Chromebooks, and an improved school library will be maintained. Chromebooks recently purchased for the facility will allow safe internet access to educational sites approved by MCSOS IT department and the Probation Department. Increased access to technology facilitates regular incorporation of common-formative assessments (i-Ready and LAS Links). High quality professional development for teachers will emphasize best practices for instruction including those for students identified as English Learners as the students move closer to reclassification as English Fluent Proficient. There will be a greater commitment by the counseling staff to connect with the incarcerated youth as they prepare for transition back to their schools of residence or to post-secondary opportunities. The cadets will participate in interest surveys and career assessments, as well as transitional meetings to return to their home district. This year, in particular, academic counselors have worked diligently to screen and determine eligibility for various assembly requirements allowing for a high school diploma with the minimal credit requirement. By maintaining a low student to teacher ratio and assigning counselors to specific students, the cadets in the correctional academy and those students attending school in juvenile hall will enhance their commitment to their education. This year, qualifying female students will be included in the Cadet Academy Program. These changes have benefited all students, as expressed by the teachers and correctional staff. Teachers, administration and counseling staff will continue to emphasize the importance of progress toward graduation. As students prepare to transition from the correctional facilities, staff will conduct transitional meetings that will include the students, his/her parents /guardians, teachers, counselors, and probation. To improve parent participation on formal and informal committees (when current COVID-19 restrictions are lifted), staff will make personal contacts through phone calls to encourage involvement.

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.

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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			% of Enrolled Students		
	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	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			% Standard Met			% Standard Nearly			% Standard Not		
	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.	2468.	2377.	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			% of Enrolled Students		
	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	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			% Standard Met			% Standard Nearly			% Standard Not		
	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.	2387.	2356.	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.

2019 Fall Dashboard College/Career Equity Report				
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	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
4	2	0

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
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
1	4	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.

2019 Fall Dashboard Graduation Rate Equity Report				
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	3.6	0
1	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 3		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 4 Increased +2.8 176	No Performance Color Less than 11 Students - Data 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
State Standardized Assessments as measured by CAASPP Math scores in Met and Exceeded Standards (Priority 4)	2017/18: 0% 2018/19: 0%	10%
ELs scoring Level 3 (Expanding/Bridging) or 4 (Bridging) as measured by ELPAC (Priority 4)	2018/19: 60%	PTC: 50%
EL Reclassification as measured by number of redesignated students (Priority 4)	2017/18: 0% 2018/19: 0%	21% Madera Unified
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)		100%
Properly credentialed teachers with no misassignments as measured by SARC review (Priority 1)		100%
Sufficient core instructional materials as measured by annual board resolution of “Sufficiency of Instructional Materials” (Priority 1)		100%

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)
47,190	Title I Part D 1000-1999: Certificated Personnel Salaries teacher

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)
2500	Title I Part D 1000-1999: Certificated Personnel Salaries counselor time

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)
47,190	Title I Part D

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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)
42,223	Title I Part D

Strategy/Activity 5

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

All Students

Strategy/Activity

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)
127,930	Title I Part D 1000-1999: Certificated Personnel Salaries

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)
127,930	Title I Part D 1000-1999: Certificated Personnel Salaries

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)
17,000	Title I Part D

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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)
25,000	Title I Part D

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)
8400	Title I Part D

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)
700	Title I Part D

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)
0	

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)
26,298	Title I Part D

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)
567,833	LCFF and Title I

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)
567,833	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

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)
26,298	Title I Part D

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.

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	$1,634,325.00

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 Part D	$498,659.00

Subtotal of additional federal funds included for this school: $498,659.00

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 ($)
	$0.00
LCFF and Title I	$1,135,666.00

Subtotal of state or local funds included for this school: $1,135,666.00

Total of federal, state, and/or local funds for this school: $1,634,325.00

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
	0.00
LCFF and Title I	1,135,666.00
Title I Part D	498,659.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	305,550.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF and Title I	1,135,666.00
	Title I Part D	193,109.00
1000-1999: Certificated Personnel Salaries	Title I Part D	305,550.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	472,361.00
Goal 2	1,161,964.00

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:

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
	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:

	Principal, Scott Ellingson on 6/17/20
	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 offederal, 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	$ 321,910			

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.govlf glaclcoldocumentslsbx34budget f/ex .doc
Of the four fo/lowin_ o_ tions, _ lease 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 o erates a SWP and consolidates all a licable funds as art of o eratin 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 EndeavorNoyager 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.a., Career and Technical Education {GTE], 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 a/location 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][3J[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 a/location).
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 SWP2)***
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 pro -ir am.*

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 Compensato ry 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 bv 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:

OCT ij t. /u f'I SC.c<I — Signature of School Principal — Date i?b

Typed name of School Principal

<;) ber!fu n (- Las — Signature of SSC Chairperson — Dafe /v 1;7 /db

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