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

Agenda Item 5.5

Board of Education Informational Item
July 9, 2019

Topic:
Endeavor/Voyager Secondary Schools Western Association of Schools and Colleges (WASC) Report

Background:
Endeavor/Voyager Secondary Schools accreditation was reaffirmed through the end of the current accreditation cycle ending in June 2022. Endeavor/Voyager Secondary Schools is required to submit a follow-up progress report to the ACS WASC office by June 1, 2020. The report should focus on the critical areas of follow-up and any new areas of concern, if applicable, identified in the visiting committee report.

Attached is the report put together by the WASC visiting committee and approved by the ACS WASC Commissioners.

Financial Impact:
None

Resource:
Fred Cogan
Executive Director
Career Technical and Alternative Education Services

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June 6, 2019

Ms. Leslie Neumeier
Director/Career, Technical & Educational Services
Madera CSOS Endeavor/Voyager Secondary Schools
1105 So. Madera Avenue
Madera, CA 93637

Dear Ms. Neumeier:

Based on the ACS WASC mid-cycle review, it has been determined that Madera CSOS Endeavor/Voyager Secondary Schools (4 - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the on-site mid-cycle accreditation visit.

Madera CSOS Endeavor/Voyager Secondary Schools's accreditation is reaffirmed through the end of the current accreditation cycle ending in June 2022. Your school's accreditation is contingent upon the submission of a follow-up progress report focusing on the critical areas for follow-up and any new areas of concern, if applicable, identified in the visiting committee report. **The follow-up progress report is due to the ACS WASC office by June 1, 2020.**

Accreditation status is conditioned upon Madera CSOS Endeavor/Voyager Secondary Schools's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Madera CSOS Endeavor/Voyager Secondary Schools's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

Barry R. Groves, Ed.D.
President

Attachments: Mid-cycle Visiting Committee Report, Progress Report Procedures

cc: Visiting Committee Chair
Superintendent

ACS WASC PROGRESS REPORT PROCEDURES

The progress report is a concise compilation of all progress noted since the previous visit. Included in this report should be the progress made on the recommendations and critical areas for follow-up left by the previous visiting committee that have been integrated into the schoolwide action plan. Supporting evidence, including student achievement data analyzed using multiple means of assessment, should also be included.

Preparation of the School's Progress Report

The progress report should be prepared by the leadership team responsible for monitoring the schoolwide action plan. All stakeholders are encouraged to be involved in the process.

If there are differing opinions regarding the nature and extent of progress, this should be indicated and explained in the report. If changing conditions have made parts of the action plan obsolete, that should be noted and explained.

All stakeholders, including the governing board, should review and approve the progress report.

Progress Report Format

The school's progress report format is as follows:

I. Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

➔ **Note**: *Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.).*

II. Significant School Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs

III. Ongoing School Improvement

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.
- Describe the process used to prepare the progress report.

IV. Progress on the Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

  ➔ **Note**: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last visiting committee report

V. Schoolwide Action Plan Refinements

- Comment on the refinements made to the single schoolwide action plan since the last visit to reflect schoolwide progress and/or newly identified issues.
- Include a copy of the school's latest updated schoolwide action plan.

The progress report template and other materials can be found on the ACS WASC website: www.acswasc.org.

The principal should **share the report with the entire school staff** as part of the ongoing follow-up and provide copies to the district leadership and the governing goard; the board should review and formally accept the progress report.

Prior to June 1, the school should submit a copy of the progress report to ACS WASC in a single pdf or Word document using the Document Upload link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.

As a courtesy, you may also wish to send a copy of the report to the chairperson of the last visiting committee. Schools will receive a letter acknowledging receipt of the progress report. The school may be contacted in the event questions arise during the review process.

Rev. 3/19

MID-CYCLE VISIT
VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

ENDEAVOR/VOYAGER SECONDARY SCHOOLS

28261 Avenue 14

Madera, CA 93638

Madera County Superintendent of Schools

February 22–24, 2016: Date of Original Visit

April 5, 2019

Visiting Committee Members

Michelle Trevino, Chairperson
Teacher Librarian on Special Assignment
Fresno County Superintendent of Schools, Alice M. Worsley Court School

Steven Sasaki
Supervisor of Academic Instruction, Vista Del Rio Adult School, California Department of Corrections

I. Introduction

The purpose of the one-day mid-cycle visit is to review the progress the school has made in responding to the critical areas for follow-up and action plans identified in the previous visiting committee report.

Include the following:

- **General comments about the school, its setting, and the school's analysis of student achievement data.**

The Endeavor/Voyager Secondary Schools describes themselves in their Mid-Cycle Report in the following manner:

Madera, California is located in the Central Valley approximately twenty miles north of Fresno. Madera is the county seat of Madera County, and its most densely populated city. The entire county consists of approximately 2,147 square miles and serves a diverse population of students. The main school districts in the county include Madera Unified School District, Chowchilla Unified School District, Chowchilla Union HS District, Golden Valley Unified School District (located in the Madera Ranchos), Yosemite Unified School District, and Chawanakee Unified School District, (both located in the most eastern part of the county).

Within the city limits of Madera, the population consists of 65,508 people according to the 2017 census. The dominant population is Hispanic accounting for 76.7% of the city's population. The majority of students who attended the Madera County Superintendent of School's (MCSOS) Endeavor and Voyager schools reside in the city of Madera. While Madera is rural, in the sense that it is part of the San Joaquin Valley and has an agricultural base, rapid population growth has led to many urban challenges, including high unemployment with a high percentage of residents living below the poverty line, 26.3% compared to the state percentage of 19%.

The Mid-cycle report states: "There is a constant fluctuation in the number of incarcerated youth"

Current Incarcerated Student Groups

Race/Ethnicity	Enrollment #	Percentage
Hispanic	25	67.6 %
White	3	8.1 %
African-American	2	5.4 %
Native American	2	5.4 %
Other	5	13.5 %
TOTAL	**37**	

English Learner	10	27 %
Special Education	9	24.3 %

"Listed below are the prior three years of the California Assessment of Student Performance (CAASPP) results. The results of these assessments can be difficult to disaggregate, as there are few students in each sub-group tested. Thus, results are not provided through the state database. The ELPAC, is used for English Learners."

ENGLISH LANGUAGE ARTS (CAASPP)

School Year	Not Met	Nearly Met	Met	Exceeded	Total Tested
2015/16	80%	15%	5%	0%	27
2016/17	61.5%	30.8%	7.7%	0%	13
2017/18	63.2%	31.6%	5.3%	6%	19

MATH (CAASPP)

School Year	Not Met	Nearly Met	Met	Exceeded	Total Tested
2015/16	92%	8%	0%	0%	25
2016/17	100%	0%	0%	0%	15
2017/18	94.4%	5.6%	0%%	0%	19

CELDT/ ELPAC

School Year	Beginning	Early Intermediate	Intermediate	Early Advanced/ Advanced	Total Tested
CELDT 2015/16	1	2	5	0	8
CELDT 2016/17	2	4	5	4	15
ELPAC 2017/18	LEVEL 1 *	LEVEL 2 *	LEVEL 3 *	LEVEL 4 *	14

The Committee found that there was limited school analysis of student achievement data in their Mid-cycle Report.

There is no reference to recidivism rates.

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**

The most recent changes affecting MCSOS programs include the merging of Enterprise students into Pioneer Technical Center, along with teachers and staff for the 2016-2017 school year. At the start of the 2017-2018 year, PTC moved back to the former Enterprise campus, and all court-ordered and expelled students are now part of the PTC charter, as independent study students.

Students are originally placed within alternative education schools for several reasons:

1. They are incarcerated or in residential placement at the Juvenile Detention Facility or the Madera County Correctional Academy.
2. They are sentenced by the Juvenile Court Judge.
3. They are referred by the Probation Department.

The Madera County Probation Department collaborates with the Madera County Superintendent of Schools to offer additional resources for students who require specialized supports or higher levels of supervision to provide the best opportunity for successful termination from the juvenile justice system, and reentrance into their district of residence schools.

The Committee finds that the changes have impacted the number of students that the school serves. Although the students served are enrolled for shorter periods, the Endeavor/Voyager schools begin the evaluation and screening of their students as soon as possible. It appears that the school has made the best possible adjustments necessary to serve its changing population.

- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

The Mid-cycle Report states the following:

We are currently seeing a decrease in our overall enrollment, which is a goal to keep students from incarceration, but that also brings challenges. Although young people continue to commit crimes, and the population is increasing, students are not being sentenced to juvenile hall or the cadet academy with the same frequency they were in previous years. The shorter sentences affect classroom dynamics and requires more re-teaching than other educational settings. One of the goals of juvenile corrections and our staff is to get students into class as soon as possible, sometimes less than 12 hours after incarceration. Currently, there are 37 students in the three pods, with the academy having 15 students, and 22 students in the other two pods. In addition, qualifying students for AB 167 and AB 2306, allows for earlier completion of graduation requirements, which also reduces the number of students in the classes.

The committee finds that the reasons for the decline in enrollment are out of the control of the school. Endeavor/Voyager have explored new delivery methods to meet the needs of their changing population.

- **Briefly comment on the school's follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school's action plan and the preparation for the visit.**

The committee finds that the school's mid-cycle report did not mention a committee that was responsible for overseeing the progress of the school's action plan. Site and district leadership acknowledged the need for ongoing review and revisions to the action plan.

- **Describe the process used to prepare the progress report.**

The original mid-cycle report that was delivered to the committee lacked a number of details about the program. On March 28, 2019 Steve Carney, Deputy Superintendent, stepped in and assisted in an extensive re-write of the report and returned it to the committee on March 29, 2019. Additional questions and clarifications were addressed during the visit.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- **Provide an analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section.**
- **Note the evidence supporting the progress made and the impact made on student achievement.**
- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address these issue(s) and include supporting evidence.**

➔ **Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.**

The 2016 self-study visiting committee report concurred with the school's self-identified goals, but made suggested refinements (noted below) to ensure the action plan steps were specific, actionable, and measurable. The report notes the school revised the action plan to incorporate VC's recommendations. The action plan items were aligned to other school plans including the LCAP and SPSA.

Upon review of the school's initial Mid-Cycle Progress Report, committee found the report did not provide an analysis of the school's accomplishment of the school-wide action item goals or clearly reference the critical areas for follow-up identified in the self-study. Visiting committee chair followed up with recommended revisions to the Mid-Cycle Report based on the criteria listed for Chapters I, IV, and V. The school provided a revised Mid-Cycle Report one week prior to the scheduled visit.

Goal 1: Improve student achievement through strategized implementation of CCSS across all content areas with increased rigor.

Mid-Cycle Report reflects continued challenges for teachers of incarcerated students that impact the lessons being delivered, with student and staff safety cited as a major concern. It is reported that throughout all content areas, teachers incorporate lessons that allow students to develop academic vocabulary and explore real-world problems or situations to apply their learning. Students in English classes explore a variety of types of literature and poetry, and prepare to participate in essay, poetry, and speech contests sponsored by various service organizations in

Madera County, i.e. the local Rotary Club. Public speaking opportunities are provided to help students practice and develop this essential skill in a safe and nurturing learning environment. During VC interview, teachers shared a number of district and community sponsored writing/poetry and speech contests some students have participated in and earned top prizes, honorable mentions, and recognitions for their work. It was reported that teachers include higher-level questions in their lessons and support reading achievement through the implementation of specific instructional strategies such as annotating text; however, evidence and observation of student work samples indicate this may not be occurring across the program on a consistent basis. During the interview with site principal and deputy superintendent, it was acknowledged that this process is not being effectively monitored. The principal stated various assessment tools, including iReady and LAS Links, are being explored to provide pre- and post-data to inform instruction and monitor student progress.

The regular integration of technology will increase rigor across the curriculum; however, it is reported that technology integration is inconsistent due to occasional misuse by students resulting in suspension of the internet by probation. This continues to be an ongoing area of concern.

Due to the small number of students enrolled, transiency of student population, and challenges disaggregating student data on formalized assessments (CAASPP), alternative assessment strategies, such as quizzes, tests, and other content and performance driven assessments, is used to determine the achievement of learning outcomes. Additionally, it is reported that CAASPP results for ELA in the "Not Met" category have decreased significantly over the past three years, but the "Nearly Met" has had a minor shift. There has been minimal shift in the math scores during the past three years. Improved ELA and math performance continues to be identified as a critical learner need.

The report indicates access to professional development continues to be an area of growth, especially in the area of CCSS. MCSOS offers several opportunities for professional learning for teachers. The program has worked with juvenile corrections to modify school schedules in the facility, which has enabled all teachers to participate in one or more professional learning opportunities this school year. The program continues to seek professional learning opportunities for teachers to improve in various aspects of their teaching specific to alternative education and incarcerated youth. VC recommended professional development be included in action steps for refined goal area(s) to continually monitor.

Specific action steps stated in the last self-study visiting committee report:

- **Create a school-wide definition of rigor. Consider content, academic skills, and life skills (such as effort) that all staff agree upon and that will drive instructional choices.**

  While not addressed in the Mid-Cycle Report, site principal stated that he is aware of the need to streamline instructional practices across programs.

- **Identify specific instructional strategies that will move toward the common core shifts. Strategies already mentioned by staff include (but are not limited to): summarizing, paraphrasing, verbalizing thinking, levels of questioning, annotating text, and sentence frames/starters.**

As mentioned above, it is reported that teachers include higher-level questions in their lessons and support reading achievement through the implementation of specific instructional strategies such as annotating text. Evidence and observation of student work samples indicate this may not be occurring across the program on a consistent basis. During the interview with site principal and deputy superintendent, it was acknowledged that this process is not being effectively monitored. The principal stated various assessment tools, including iReady and LAS Links, are being explored to provide pre- and post- data to inform instruction and monitor student progress.

Develop implementation and improvement plan for moving each instructional strategy into regular classroom use.

Site principal stated that modified schedules have been developed to enable all teachers to participate in one or more professional learning opportunities this school year. Professional development opportunities continue to be explored to improve consistency across programs.

- **Identify instructional strategies and content that will be used consistently between MCOE alternative programs to maximize learning as students transition between programs.**

  Principal affirmed there is ongoing effort to improve consistency across programs.

Goal 2: Better implementation of technology use by both staff and students.

Mid-Cycle Report indicates some advancement and improvement in the implementation of technology for staff and students at Endeavor/Voyager. Oddysseyware online curriculum has been purchased to provide access to online courses to support students' individualized learning needs and ensure they continue making progress toward graduation; however, it is not being fully implemented at this time due to limitations and suspension of the internet at the discretion of Juvenile Corrections. When accessible, teachers incorporate technology to include authentic and enriching learning experiences for students. Promethean Boards in the classroom provide an opportunity for students to interact with technology and learn in multiple modalities. Academic counselors create opportunities for students to use technology in the completion of the FAFSA, college enrollment, career exploration, and college research. Technology access and integration was reported as an ongoing area of concern.

Specific action steps stated in the last self-study visiting committee report:

- **Ensure that all students acquire the basic skills of keyboarding and using office applications.**

  Develop and implement a keyboarding class is included as an action in the School-wide Action Plan, Goal 2. Site principal stated the goal of providing keyboarding skills is in progress, but currently on hold due to Juvenile Correction's suspension of the internet.

- **Integrate technology use into daily work and/or projects so that students are accomplishing common core objectives.**

As stated above, technology integration implementation continues to be a challenge due to limitations and suspension of the internet at the discretion of Juvenile Corrections. School-wide Action Plan Goal 2 was refined to include continued work with MCSOS IT Department and Juvenile Corrections to allow safe and responsible access to educational internet sites and online courses. Deputy Superintendent stated a recent change in probation leadership could result in more consistent internet access/usage by students.

Goal 3: Develop a formalized transitional plan for all students with an immediate focus on seniors and custodial students.

The program reports that Goal 3 in the 2016 self-study was primarily focused on the non-incarcerated student population, and academic counselors continue to work diligently to ensure students' needs are being met. Within 30 days of enrollment, counselors begin the screening and approval process for students who may qualify for assembly bills AB167 and AB2306 to assist them in meeting graduation requirements. At least eight students in the 2018-19 school year have been approved through AB167 and AB2306, and are currently on track to graduate. Several other students are pending final approval and parent/student meetings. Counselors are assigned cohorts of students based on grade levels to better serve students' needs. Counselors, administrators, and teachers ensure students who are transitioning back to school of origin are enrolled in the appropriate courses needed to meet credit requirements, as the home district may require more credits in content areas. Counselors assist seniors with completion of FAFSA application and early registration for college. Academic Counselors also use www.cacareerzone.org to help students explore career pathways and required qualifications for employment.

Voyager/Endeavor reports continued challenges with receiving updated academic records from the students' home district, which is imperative for assigning appropriate courses or credit recovery options and meeting deadlines for college registration and financial aid. With average student enrollment of 65 days in the academy and 29 days for juvenile hall, developing a plan ensures students will stay on track to meet graduation requirements while enrolled. Academic counselors screen all students to determine eligibility for any additional programs.

Specific action steps stated in the last self-study visiting committee report:

- **Introduce students to life after high school options including, but not limited to, community college academic and vocational programs, technical schools, internships, apprenticeships, and military service.**
- **Support students to set goals and make actionable life after high school plans including, but not limited to, completing FAFSAs, meeting with community college counselors, meeting school and program representatives.**

Endeavor/Voyager reported an ongoing need to provide life skills that are crucial to reducing recidivism. Academic counselors continue to work on providing students and families with educational and vocational opportunities beyond graduation. Report reflects a continued need to explore viable opportunities for students while incarcerated or upon release, expand the life skills curriculum, and augment with services, such as guest speakers to provide information on vocational and educational opportunities. During the interview, Rotarian members provided examples of life after high school opportunities offered to students, such as the twice a year campus visits for students to interview Rotarians and learn about careers and maintaining

employment. The site principal stated other opportunities are being researched, such as virtual welding training using a welding simulator, and possible future opportunities for identified students to take vocational courses at the Madera CTE School.

Schoolwide Action Plan Refinements:

In the WASC visit in Spring 2016, the established goals and critical areas for follow-up focused on students who were no longer incarcerated; however, due to the merging of programs and staff since the Spring 2016 self-study, Endeavor/Voyager refined its goals and actions to allow for implementation with incarcerated youth. The challenges affect the planning of instructional lessons, as access to technology can change suddenly, and incorporating projects can be a safety issue for staff or students. The goals established in the action plan incorporate some of the areas identified in the previous visit, and continue to focus on providing the courses students need to stay on track to graduate. Of the students currently in custody, only one has been in the facility for approximately a year, while more than half have been incarcerated fewer than 30 days. An opportunity to measure effectiveness will be a follow-up with previously incarcerated students to see if they graduate with their class.

The report indicated a program goal of aligning the WASC Report with the current Local Control Accountability Plan (LCAP) for MCSOS; however, visiting committee noted discrepancies with the alignment of WASC goals and actions with LCAP and SPSA plans. The Visiting Committee followed up during the visit for the program to comment on the refinements made (new goal established) to reflect schoolwide progress and/or newly identified issue(s), which were incorporated into the VC report. While the VC concurred with the program's need to modify its goals in consideration of the significant program and staff changes that have taken place since the Spring 2016 self-study, it was suggested that goal and action steps be reviewed and refined for alignment with LCAP and SPSA plans. The site principal and deputy superintendent agreed that the WASC goals and actions need to be reviewed for alignment with LCAP and SPSA plans, and plan to revise accordingly.

Goal 1: Increase parent involvement by developing meaningful partnerships and participation

The Mid-Cycle Report indicated there is an ongoing need to continue building and maintaining relationships with families. There are limitations with parent involvement when students are incarcerated. Teachers contact parents for positive behavior and academic achievement along with negative behavior concerns; however, processes for documenting and monitoring parent contact have not been formalized. Parent Call Log was observed by VC as evidence of parent communication described in report. Site principal indicated the need to provide shared access to online data management system, i.e. Power School/Power Teacher, to effectively and consistently track, manage, and monitor student academic achievement and behavior progress.

In parent interview, the parent of a previously enrolled student stated there was little communication from the school during her son's enrollment. She received communication from the school about a speech contest her son was participating in, and she was able to attend. A

Rotarian member detailed ways in which the Rotarian partnership with Voyager/Endeavor has provided numerous meaningful and impactful experiences for students and their families.

Goal 2: Students will be connected and committed to their education in a safe environment to be college and career ready

Though there is continuous enrollment of students, the program is focused on efforts to develop positive relationships with every individual student and help students understand established classroom expectations and procedures. During student interview, a former student expressed having a positive learning experience attributed to smaller class size, individualized instruction, and a positive relationship with teachers. This affirmed for the VC that Endeavor/Voyager is dedicated to creating a positive school culture and continues to make progress toward this goal.

Voyager/Endeavor is committed to ongoing efforts to provide students with appropriate skills to support career readiness and/or continuing education beyond high school, including the implementation of a keyboarding class, which will serve as an opportunity to earn elective credits while developing valuable transferrable skills; however, student access to technology continues to be a concern. In order to provide students access to job ready skills, the program identifies a need to continue working with juvenile corrections and MCSOS IT to incorporate technology safety. A plan to develop and implement a keyboarding class is in progress.

Academic counselors will continue to seek opportunities to provide workshops to students, and include topics such as, financial aid, college matriculation, college research, and career exploration (included as an Action Item in Goal 3). Students with IEPs or 504s continue to receive additional support to ensure they are able to access content and work toward completing all graduation requirements.

Goal 3: Develop a formalized transitional plan for all students with an immediate focus on seniors.

A priority continues to be determining proper assignment of courses for students. A current teacher has taken the lead in following up with the counseling specialist to get the academic records as soon as possible for each individual students. The delay in receiving updated academic records from the students' home district remains a challenge, as it is imperative for assigning proper courses or credit recovery options, and meeting deadlines for college registration and financial aid. With average student enrollment of 65 days in the Cadet Academy and 29 days for juvenile hall students, developing a transition plan ensures that a student can stay on track to graduate. Academic counselors will also screen students to determine if they qualify for any additional programs, and provide access to academic counseling services and support for post-secondary opportunities.

Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

Goal #1: Increase parent involvement by developing meaningful partnerships and participation.					
Schoolwide Learner Outcomes Addressed: State Priorities Addressed: 3, 5, 6, 9, 10					
Steps to Produce Desired Outcome	Person Responsible	Resources	Means of Assessment	Timeline	Report Progress
Staff maintained status of communication with parents whose children were attending school at Endeavor/Voyager.	Principal Teachers	Enrollment forms	Document parent contact Call log	Current – continue until 2022	Teacher feedback Stakeholder meetings SSC Qtr. meetings
Staff will encourage family attendance to Rotary speeches, sporting events, and other community events cadets will be present and participate.	Principal Teachers Correctional Officers	Community partnerships	Call log	Continue through 2022	Teacher feedback Stakeholder meetings Staff meetings SSC Qtr. meetings
Academic counselors will invite parent input in transitional plans and other decisions affecting educational goals, including IEPs, 504s, AB 167, AB 2306, and grade level reclassification.	Academic Counselors Principal	Academic Counselor Caseloads	Student records Parent signatures	Ongoing	Staff meetings Parent meetings
Parent workshops by academic counselors for Career Alternative Education Services students.	Academic Counselors Principal	Enrolled students Academic Counselors Blackboard ConnectEd	Quarterly workshops	Annual 2022	LCAP Admin. meetings Counselor meetings Staff meetings

Goal #2: Students will be connected and committed to their education in a safe environment to be college and career ready.					
Schoolwide Learner Outcomes Addressed: State Priorities Addressed: 1, 5, 6, 7, 8, 9, 10					
Steps to Produce Desired Outcome	Person Responsible	Resources	Means of Assessment	T i	Report Progress
Develop and implement a keyboarding class.	Principal Teachers MCSOS IT Juvenile Corrections	Instructional materials	Elective credits earned	Fall 2019 and continue	Teacher feedback LCAP stakeholder meetings Staff meetings SSC Qtr. meetings
Continue to work with MCSOS IT Dept. and Juvenile Corrections to allow safe and responsible access to educational internet sites and online courses.	Principal MCSOS IT Juvenile Corrections	Internet access Chromebooks Tablets	Increased credits earned through Odysseyware Increased time using technology for educational purposes	Ongoing	Credit evaluations Teacher feedback LCAP stakeholder meetings Staff meetings
Establish classroom expectations and guidelines, and correct inappropriate behavior "on the spot." Encourage students and create safe place where it is acceptable to make mistakes while learning.	Principal Teachers Classified Staff CAES Counselors	Teachers Counselors Guest speakers	Reduced discipline referrals Greater student participation in class	Ongoing through 2022	Teacher feedback LCAP stakeholder meetings Staff meetings SSC Qtr. meetings

Grade level reclassification of students based on academic credits earned	Principal Academic Counselors	Academic Counselors	Students in grade based on credits, not years in high school	Spring 2019 and continue	Teacher feedback LCAP stakeholder meetings Staff meetings SSC Qtr. meetings Counselor meetings
Improve student achievement through strategized implementation of CCSS across all content areas with increased rigor.	Principal Teachers	Professional Development MCOSS Ed. Services staff	Increased scores on standardized assessments Increased scores on local assessments	Ongoing through 2022	Student test scores LCAP stakeholder meetings SSC Qtr. Meetings
Increase writing and reading strategies to allow students to access content, including quick-writes.	MCSOS Ed Services Principal Teachers	MCSOS Staff Professional Dev.	Improved writing skills and increased number of students reading in class	Increased PD Fall 2018 and continuing	Teacher feedback Increased test scores Staff meetings
Implement a local assessment to gather data to provide evidence of effectiveness reading and writing strategies.	MCSOS Ed. Services staff Principal Teachers	Online assessments	Implement assessment Monitor assessment	Fall 2019	Assessment results Teacher feedback Staff meetings LCAP stakeholder meetings SSC Qtr. meetings

Goal #3: Develop a formalized transitional plan for all students with an immediate focus on seniors.					
Schoolwide Learner Outcomes Addressed: State Priorities Addressed: 1, 2, 4, 7, 8, 9, 10					
Steps to Produce Desired Outcome	Person Responsible	Resources	Means of Assessment	Timeline	Report Progress
Continue to provide academic counseling and monitor progress towards graduation for students.	Principal Teachers Academic Counselors	Credit Evaluations Transcripts PowerSchool	Grades Credits Earned Credit Evaluation Transcripts	Current/Ongoing	Teacher feedback LCAP stakeholder meetings Staff meetings SSC Qtr. meetings
Continue to provide and explore credit recovery options for students to attain their high school diploma; Including the determination of students that qualify for AB 167 or AB 2306 graduation requirements.	Principal Teachers Academic Counselors Juvenile Corrections	Student Contract PowerSchool	Student Schedules Grades Credits Earned Transcripts Graduation Rates	Full implementation in Fall 2018 and continue through 2022	Teacher feedback LCAP stakeholder meetings Staff meetings SSC Qtr. Meetings
Identify and develop a formalized process and plan for students exiting high school, returning to home district, and leaving incarceration.	Principal Teachers Students Parents Juvenile Probation	Academic Counselors CAES Division Schools	Plans in place for all seniors and exiting students returning to home district and exiting incarceration.	Ongoing through 2022	Teacher feedback LCAP stakeholder meetings Staff meetings SSC Qtr. meetings
Continue to offer and further develop the life skills class, and offer presentations on Job Corps and Grizzly Academy, and other viable options.	Principal Teachers Counseling Office	Community Partnerships Public Health	Successful completion of the life skills class.	Continue through 2022	Teacher feedback LCAP stakeholder meetings Staff meetings SSC Qtr. meetings
Provide academic counseling to students to assist with college and career readiness.	Academic Counselors Principal	CAES Counselors Guest speakers	Graduating students have participated in college and career readiness opportunities.	Ongoing through 2022	Counselor meetings Staff meetings LCAP stakeholder meetings SSC Qtr. meetings

III. Commendations and Recommendations

A. Commendations:

- **Comment on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.**

1. Endeavor/Voyager has a dedicated and caring staff and leadership committed to the ongoing progress of program.
2. Endeavor/Voyager's partnership with Rotary Clubs provides numerous meaningful and impactful experiences for students and their families.
3. Endeavor/Voyager is committed to establishing and maintaining strong relationships with students, staff, and the community.
4. Endeavor/Voyager fosters a positive school culture and climate.

B. Recommendations:

- **Comment on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable.**
- **Identify any new areas of concerns, if applicable.**

VC Recommendations:

1. Align WASC Goals and Actions to LCAP and SPSA Plans.
2. Develop formalized processes to collect, manage, and interpret student information, i.e. parent contact, behavior, and assessment data. (Power School/Power Teacher), accessible to all teachers and staff.
3. Include professional development in action steps for refined goal area(s) to continually monitor.