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Superintendent of Schools

8.4

BOARD OF EDUCATION ACTION ITEM

May 8, 2018

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

8.4.1 Endeavor/Voyager Secondary School
8.4.2 Pioneer Technical Center
8.4.3 Madera County Independent Academy

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

Financial Impact:
$607,208

Resource:
Leslie Neumeier
Director
Career Technical and Alternative Education Services

Brett Salinas
Principal, Pioneer Technical Center
Career Technical and Alternative Education Services

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

8.4.1

SPSA Year

2017-2018

Single Plan for Student Achievement (SPSA) and Annual Evaluation Template

Addendum: Regulatory requirements and general instructions.

Appendix A: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Madera County Superintendent of Schools Endeavor & Voyager	Jim Sargent, Administrator Career Technical & Alternative Education Services	jsargent@mcsos.org (559)662-3801

2017-20 Plan Summary

The Story

Describe the students and community and how the school serves them.

Endeavor/Voyager became Title I Schoolwide Programs (SWP) in 2015, providing all students with Title I, D services. The mission of the Madera County Superintendent of Schools (MCSOS) is to identify and provide programs, services and resources for the benefit of students, families, school districts, agencies and the community with the vision of enhancing the quality of life through education. Believing that all students can learn, MCSOS:

- Supports teachers, schools, and districts in their efforts to foster student success
- Values caring teachers with high professional standards who are supported with meaningful professional development
- Advocates, supports, and reinforces civic and personal values in students such as responsibility, mutual respect, tolerance, honesty, integrity, compassion, critical thinking and problem-solving skills, and a strong work ethic
- Supports a rigorous academic and vocational curriculum toward student achievement for college and career readiness
- Supports students to become nurturing, committed, caring, and connected
- Develops meaningful partnerships and active family participation in their student's education

The Madera County Superintendent of Schools (MCSOS) serves "High Risk Youth" grades 7-12 in several different locations in Madera County. Students are placed in these programs for several reasons:

• Incarceration or in residential placement at the Juvenile Detention Facility (Endeavor Secondary School) or the Madera County Juvenile Correctional Academy (Voyager Secondary School)

- Sentenced by the Juvenile Court Judge to the Court Day School Program

- Referral by the Probation Department or Department of Social Services

- Expulsion by their district of residence to attend school at Enterprise Secondary School (ESS)

- Referral by the School Attendance Review Board (SARB)

- Referral by the district of residence but not expelled

The goal of MCSOS's Career and Alternative Education Services (ALTERNATIVE EDUCATION) is to help these students return to their districts of residence by encouraging them to attend school on a regular basis, to earn passing grades with a "C" or better in all classes, and to be model citizens. Students are not expelled from Alternative Education programs.

The Career and Alternative Education Services (CAES) was reconfigured for the 2016-2017 school year. It was determined that only students who were court-ordered would be considered students enrolled in Enterprise Secondary School (ESS) accounting for an enrollment of 10 students. These 10 students attended the Pioneer Technical Center (PTC) charter school operated by MCSOS for a total enrollment of 185. This reconfiguration allowed the identified ESS students a full range of academic options and core content instruction as well as access to the actions and services identified in the PTC LCAP for 16-17. This reconfiguration will continue for the future. Therefore, this LCAP for the 17-18, 18-19, and 19-20 school years will focus on those students attending school in juvenile hall and the correctional academy (Voyager/Endeavor) and those students with significant special needs.

It is estimated that approximately 50 students will be enrolled in juvenile hall/correctional academy programs. Enrollment does fluctuate due to the student population served. Demographically, approximately 69% of the students are Hispanic, 26% White, 3% African American, 3% American Indian, 0% Pacific Islander, and 0% other. Twenty-nine percent (29%) of the students enrolled in juvenile hall and the correctional academy are English Learner s with Spanish being the primary language. All students in juvenile hall and correctional academy participate in the school lunch program as wards of the court. Approximately 28% of the students in the juvenile hall and correctional academy programs have identified special needs. The vast majority of these student enter the Alternative Education programs with existing Individual Education Plans (IEPs). Service delivery models include one-on-one instruction, small group, and whole classroom instruction utilizing special education staff to support student learning in an inclusive setting. Instructional strategies and actions/services are implemented that benefit all student groups including those specifically identified in this document.

All students have access to instructional materials that are aligned to the state standards. Teacher professional development focuses on continued implementation of the common core state standards through appropriate instructional strategies and materials. The Alternative Education programs have been very successful in helping students with credit recovery and graduating with a high school diploma. These instructional achievements are more appropriate and realistic for students served. Currently, students in alternative education programs do not participate in the Early Assessment Program and the Advanced Placement Exams are not administered.

Considering the student population, attendance rates are high for the juvenile hall and correctional academy. All students are required to attend school which is closely monitored by probation. If a student is unable to be a part of the classroom, instruction is provided to that student through alternative means. Attendance rates for juvenile hall were 98% and 99% for boot camp for the 16 - 17 school year. Partnering with other county agencies such as Madera County Probation Department and Madera County Behavioral Health leads to increased student success.

In addition to providing educational opportunities for incarcerated youth, MCSOS also provides special education services through regionalized programs to identified students with special needs for the school districts throughout the county. Students aged three to twenty-two with severe disabilities, significant emotional and behavioral needs, or who are deaf/hard of hearing are served in Special Day Classes (SDC) at various locations including regular education sites and center-based educational sites. The majority of the students participate in an alternate curriculum based upon the adopted state standards and instruction that focuses on the individual needs of students. There is an emphasis on functional skills that lead to the greatest degree of independent living and career-readiness as possible. Individual goals and objectives are aligned to the alternate standards of the State Standards.

Approximately 342 students are served in the Special Day Classes operated by MCSOS. Of these students 71% are Hispanic/Latino; 22% White; 84% socio-economically disadvantaged; 35% English Learners, and 100% students with disabilities. Language development is an integral part of all students' instruction to provide these special education students with a means to communicate their needs as well as to demonstrate skill acquisition. Parents are key members of the students' Individual Education Plan (IEP). Their involvement and input are necessary and required to plan for the educational needs of their children.

Partnering with the nine (9) school districts in the county, MCSOS strives to ensure that all foster youth have access to the same educational rights and resources as all other students. Any youth residing in the county who is officially in the foster care system or in out-of-home care is eligible to receive services from MCSOS that emphasize Training, Education, Advocacy, and Mentorship (TEAM). Working collaboratively with Madera County Probation Department, Madera County Department of Social Services, Local Education Agencies (LEA), Foster Family Agencies (FFA), and the local community college, specific services for foster youth include case management, academic counseling, life skills training, vocational education, and self-advocacy training. Goals of the foster youth program are to increase stability and to improve student engagement and student outcomes.

This SPSA focuses on meeting the needs of students served by Endeavor and Voyager alternative education schools.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

With the continued reconfiguration of the alternative education division, this SPSA will focus more specifically on those students attending school in juvenile hall and the correctional academy.

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 and an improved school library as previously implemented will be maintained. 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 being reclassified. 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.

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. A new teacher was previously added to ensure that students have ample access to teachers. Teachers, administration and counseling staff will continue to emphasize the importance of progress toward graduation which has increased overtime.

The involvement of parents in the educational process of students who are incarcerated can present unique challenges. To enhance this involvement, staff will make positive contacts with parents which will be monitored and documented through logs and communication templates. 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, staff will make personal contacts through phone calls or face to face meetings to encourage involvement.

The Madera County Superintendent of Schools (MCSOS) will continue its high commitment to serving the foster youth within the county. MCSOS will take the lead in the coordination of services for foster youth throughout the county with the various agencies in the county including, but not limited to, Madera County Department of Social Services and Local Education Agencies (LEA). Meetings and trainings will be conducted for the foster youth parents to provide them with information that will assist the children in their care as they participate in school and prepare to exit the foster youth program. A greater emphasis will be placed on providing services to the students who are identified as foster youth who attend school in the correctional facilities which will include increased counseling as appropriate, FAFSA completion, and reviewing a community college matriculation process.

NEEDS ASSESSMENT--REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self - assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low - income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

As stated previously, the alternative education division was reconfigured for the 16 - 17 school year to where only 10 students were identified as being students of Enterprise Secondary School. These students physically attended Pioneer Technical Center. This proved to be a very successful blending of programs for both students and staff with more opportunities for the students to participate in student activities and for exposure to career technical education.

With the cooperation and coordination with the probation department, incarcerated students were able to enhance their education through technology by the use of tablets within the classroom setting for better access to curriculum. Additionally, the school library was added to allowing students greater access to resources for educational purposes as well as appropriate leisure reading.

Addressing the needs of students identified as English Learners was identified as an area of needed improvement. Significant progress was made during the 16-17 school especially in the re-designation of students' language classification.

The foster youth program coordinated and implemented by the Madera County Superintendent of Schools (MCSOS) continued to provide services at a high standard introducing new actions that enhanced the program even further. More services were provided to incarcerated youth who also qualify as foster youth. Additionally, specific meetings were held

for foster parents. A needs assessment was developed and implemented with various stakeholders to determine the current needs and ways to address those needs.

GREATEST NEEDS

As an Alternative Schools Accountability Model (ASAM) program, the LCFF Evaluation Rubrics (dashboards) are not available to review overall performance indicators for students attending school at juvenile hall and the correctional academy. However, local indicators reveal that curriculum needs to be delivered with equal consistency and increased rigor utilizing up-to-date curriculum. Where possible with permission from the probation department, more project-based learning should be implemented as well as the use of technology for instructional purposes.

Although progress was made in serving English Learners, more work needs to be accomplished in this area specific to supporting those students to be redesignated, providing ongoing monitoring of those students who have been redesignated, and using appropriate instructional strategies for identified English Learners.

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/co aching 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. Counselors will be assigned to these students for their time in the facilities so that when transition occurs, improved communication will result in better school success for the students.

PERFORMANCE GAPS

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

State performance data is not available due to the small number of students in the programs. Local data indicates that there are gaps in student performance in the core content areas. Gaps exist based on students being behind on credits often due to their poor attendance and lack of exposure to educational opportunities because of behaviors that led to their incarceration.

Formal state assessment data for students with significant special needs who participate in alternate assessments would indicate low student achievement. However, local data utilizing assessments specifically tied to the adopted curriculum, Unique, and the students’ IEP goals and objectives indicate that students are indeed achieving.

SUPPLEMENTAL SERVICES

Services will continue to be enhanced for identified EL students. A more focused professional development plan targeting researched-based, engaging, and culturally-responsive instructional strategies resulting in greater student success will be developed and implemented. Designated counseling personnel will be assigned to the incarcerated youth to improve transitional and post-secondary planning. Current and enhanced foster youth services will be provided to those students in the correctional facilities as appropriate.

BUDGET SUMMARY — 2017/2018

Complete the table below. Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

DESCRIPTION	AMOUNT
Total School Con App Allocation for SPSA Year (Must match district Con App).	Title I, D funds -- $264,867 (Salaries & Supplies Title II, A funds -- $523
List Actions/Services Funded by Con App Allocations: Title II funds were allocated to site for professional development. All funds Title I, D funds were budgeted at the LEA Level. All Title I funds are expended for Centralized Services and funding teacher salaries, counselors, IA salary, and funds for supplies and travel.	**Title I, D funds** – salaries of teacher, counselors, IA, transportation; supplies Title II, A funds -- Professional Development
Total School Con App Allocation Expenditures for SPSA Year	$ 265,490 (no IDC)

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2016-17

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

Goal 1

All students will achieve at high levels to prepare for college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: (1) Basic Services; (2) Implementation of State Standards; (4) Student Achievement; (7) Access to Courses; (8) Other Student Outcomes

COE Priorities: (9) Expelled Students; (10) Foster Youth

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Continue dedicated professional development for the implementation of CCSS and Universally Designed Learning (UDL) as evidenced by staff meeting agendas, professional development calendars and teacher workshops	Various professional development occurred on August 10-12, 2016 and on March 10, 2017 that focused on CCSS, UDL, EL instruction.

Expected	Actual
Continue to maintain low student to teacher ratios in the classroom (Goal ratio 16:1) Establish baseline of the number of students completing on-line	Student to teacher ratios in the facility were maintained at least 16:1 which fluctuates due to the transiency of the student population. Ratios never went over 16:1. student population. Ratios never went over 16:1. Students in the facility are not currently participating in on-line learning due to restrictions from Probation and access to the internet. Identified ESS students attending Pioneer Technical Center did have access on line working.
Examine student achievement data and develop formalized plan to address targeted areas of student nee	Teachers have developed individual learning plans when students enter the facility and implement as appropriate based upon individual student needs.
All moderate/severe Special Education students will have access to the Unique Curriculum	Licenses for the Unique Curriculum were purchased for all classrooms for students with moderate/severe disabilities therefore providing access to all students.
Provide support services for pregnant & parenting teens (P & PT), homeless and foster youth	Support services, such as PPT conference held on November 17, 2016, monthly meetings/trainings for identified foster youth, field trips to institutes of higher learning, and clothes, transportation and school supplies for homeless youth were provided.
Continue to focus on credit recovery and meeting graduation requirements because A - G is not a good measure for our students. Based upon student population served, Advanced Placement exams are not administered and there is currently no participation in the Early Assessment Program	For the student population served in the facility A-G, continues to not be an appropriate measure. For credit recovery towards graduation, students are provided independent study work as identified in the individual student plans as developed by the teachers with student input.
Increased number of students meeting graduation requirements towards a high school diploma instead of a certificate of completion. The number of diplomas awarded is a more appropriate measurable outcome than increased graduation rate and dropout rates based upon the student population served.	Based upon the transiency of the student population served in the facility, the graduation rate can significantly differ from year to year. The number of students anticipated to graduation in June of 2017 from the facility is 29.

Expected	Actual
Maintain seat-time percentage and suspension rate since expulsions do not apply	Seat time percentage for students in the facility is very high, approximately 99.7% of the time. Suspension rate for students in the facility is extremely low. Students are rarely suspended for educational reasons.
Create Parent Resource Guide and distribute to students and their families	A formal Parent Resource Guide was not developed.
All staff members will be highly qualified.	Under the current guidelines, all teachers teaching at the facility are considered highly qualified.
Develop a formalized transitional plan for all incarcerated youth and students scheduled to graduate	Teachers have developed individual learning plans when students enter the facility and implement as appropriate based upon individual student needs.
All students will produce one technology-based product per semester.	The students in the facility are not allowed full access to technology due to restrictions enforced by probation.
Review and update the EL Masterplan focusing on attainable re-designation goals and provide targeted professional development around effective EL instructional strategies and adopted ELD materials.	The EL Master Plan has been reviewed and is in the process of being updated addressing redesignation procedures.

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue dedicated professional development on instructional strategies for the implementation of CCSS to ensure student access to standards-aligned materials	ACTUAL Professional development focusing on instructional strategies for the implementation of adopted standards occurred at regular, monthly staff meetings for special education and alternative education staff. Staff also had the opportunity to attend conferences off site.	BUDGETED 1.01 Salary & Benefits -- $6,900 LCFF Supplies--$20,462 LCFF $10,600 Sup & Con	ESTIMATED ACTUALS Sal & Benefits--$4,038 LCFF Base Supplies $7,054 LCFF Base Supplies. $3,654 Sup & Con

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue to maintain low student to teacher ratios in the classroom through master scheduling	ACTUAL Low student to teacher rations were maintained: Endeavor Secondary School (Juvenile Hall) 12:1 Voyager Secondary School (Boot Camp/Academy 11:1 Special Education 8-10:1	BUDGETED 1.01.5-1 $92,000 LCFF $582,500 Sup & Con	ESTIMATED ACTUAL Sal & Benefits $27,837 LCFF – Base Sal & Benefits $582,500 Sup & Con

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Establish the number of online learning including intervention (i.e. ELs) through Odysseyware and other online programs that are aligned to adopted state standards	ACTUAL Students continue to have access to Oddysseyware as necessary and appropriate for ESS students. However, due to the transparency of the student population served, it is difficult to establish a baseline that truly reflects access on an ongoing basis	BUDGETED 1.02 - 1 Sal & Benefits $76,300 (Inc Above) Services & Supplies $20,000 LCFF	ESTIMATED ACTUAL Sal & Benefits $23,037 (Inc Above) Services & Supplies $4,912 LCFF - Base

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Examine individual student achievement data and develop formalized plan to address targeted areas of student needs.	ACTUAL Individual student achievement data for the ESS students that were absorbed into the Pioneer Technical Center instruction was analyzed and individual plans were developed to ensure ongoing student success toward graduation. A more formalized process needs to be established for those students in juvenile hall and in the correctional academy (boot camp).	BUDGETED 1.02.5 - 1 Sal & Benefits $6,300 LCFF	ESTIMATED ACTUAL Sal & Benefits $244 LCFF - Base

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Renew licenses for continued access to the Unique Curriculum for Special Education students with moderate/severe disabilities.	ACTUAL All special education classrooms for students with moderate/severe disabilities implement the Unique curriculum which is aligned to the adopted standards.	BUDGETED 1.03 - 2 Services $22,000 Spec Ed Sup & Conc.	ESTIMATED ACTUAL Services $22,000 Spec Ed Sup & Con

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Provide support services for pregnant & parenting teens (P&PT), homeless and foster youth • Provide tickets for public transportation to and from school • Provide child care • Provide nursing & counseling services foster youth	ACTUAL Support services for pregnant and parenting, homeless and foster youth such as tickets for transportation, provision of child care, nursing and individual counseling services were provided as soon as staff was notified of a need. Other things, such as diapers and infant clothing were provided as needed. Linkages to community services such as shelters and to medical services were also provided.	BUDGETED 1.04 - 1 Sal & Benefits $38,500 Service & Supplies $8,300 Supplemental	ESTIMATED ACTUAL Sal & Benefits $18,300 Sup & Con Service & Supplies $2,857 Sup & Con

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue to focus on graduation for all students by offering credit recovery opportunities within the master schedule, Odysseyware,independent study and afterschool programs.	ACTUAL Achieving the needed credits for graduation is a continuous focus. Students are given multiple opportunities to recover credits through various means. Students in juvenile hall and the correctional academy attend school on a very regular basis providing them more	BUDGETED 1.06 - 1 Sal & Benefits $25,400 (Inc Above) LCFF	ESTIMATED ACTUAL Sal & Benefits $7,669 (Inc Above) LCFF - Base

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	opportunities to acquire the needed credits.	Service & Supplies $20,000 (Inc Above) LCFF	Service & Supplies $4912 (Inc Above) LCFF - Base

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Maintain current seat-time percentage and suspension rate	ACTUAL Seat time for those students in juvenile hall and the correctional academy remained high unless otherwise determined by probation. Seat time for students in the special education programs fluctuates due to the severity of the students' disabilities, some of which are medically fragile.	BUDGETED Sal & Benefits $18,900 $40,100 $6,500 Inc Below $16,900 Inc Below LCFF Sup & Con	ESTIMATED ACTUAL Sal & Benefits $14,523 (Inc Below) LCFF Base Sal & Benefits $11,620 Sup & Con

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Create a resource guide for parents and students that provides specific resources to support student learning through interventions and alternative instructional strategies (e.g., Khan Academy, Math Café, Odysseyware, etc.)	ACTUAL Due to the change in the configuration of the court/community school and the PTC charter school and personnel changes, this action was not implemented.	BUDGETED Sal & Benefits $23,500 (Inc below) Services & Supplies $1,000	ESTIMATED ACTUAL Sal & Benefits $0 Services & Supplies $0

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Recruit and retain highly qualified teachers including participation in VPSS and BTSA	ACTUAL All teachers at the juvenile hall and at the correctional academy are highly qualified. Due to the severe shortage of special education teachers especially in the area of moderate/severe disabilities and low incidence disabilities, 16 of the 46 (35%) teachers in special education are not fully credentialed despite constant recruiting efforts.	BUDGETED Sal & Benefits $236,200 LCFF (Inc Above) $410,000 Sup & Con (Inc Above) Services $4,000 LCFF & Sup	ESTIMATED ACTUAL Sal & Benefits $16,158 LCFF (Inc Above) Sal & Bene $123,788 Sup & Con (Inc Above) Services $1,245 LCFF Base

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Develop and pilot a formalized transitional plan for all incarcerated youth and seniors who will be graduating	ACTUAL Counselors do meet with students as they prepare to transition to post-secondary opportunities. Plans are developed for those students. Formal plans are not developed for those students who are transitioning from the correctional facilities to comprehensive high schools. Counselors attempt to contact the high schools prior to release if that information is shared by probation. Formal transition plans are a requirement of the Individual Education Plan (IEP) for students with special needs.	BUDGETED 1.11 - 1 Sal & Benefits $3,200 Sup & Con	ESTIMATED ACTUAL Sal & Benefits $124 Sup & Con

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Integrate technology use into daily work and or projects- based learning	ACTUAL The use of technology as an instructional tool and project- based learning is implemented as allowed and appropriate at the correctional facilities. Technology is an integral and required tool of instruction for the students with special needs who	BUDGETED 1.12 - 1 Sal & Benefits $32,300 LCFF Sup & Con (Inc Above)	ESTIMATED ACTUAL Sal & Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	require technology to access the curriculum. The use of computers, tablets, and communication devises is imperative for students with special needs.		$1,250 LCFF Sup & Con (Inc Above)

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Review and update the EL Masterplan focusing on attainable redesignation goals and provide targeted professional development around effective EL instructional strategies and adopted ELD materials.	ACTUAL The update of the EL Master Plan is in process as staff focuses on redesignation and professional development for implementing effective EL instructional strategies. It is difficult to redesignate students with special needs whose home language is other than English when those students are non - verbal or have limited language skills. The appropriate assessments to determine eligibility for redesignation for students with significant special needs continues to be addressed.	BUDGETED Sal & Benefits $9,400 Services $1,000 Supplemental	ESTIMATED ACTUAL Sal & Benefits $2,536 Sup & Con Services $0

EVALUATION

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

During the 2016-2017 school year, the configuration of the schools in the Career and Alternative Education (CAES) division changed. The majority of the 16-17 SPSA was written to implement actions/services for the students enrolled in the Enterprise Secondary School (ESS) which at the time had 47 students as well as juvenile hall, the correctional academy, and special education students served by the Madera County Superintendent of Schools. For 16-17, ESS students were identified only as those who are court ordered to attend school. Expelled students have been integrated into the Pioneer Technical Center (PTC) which is a charter school that serves high risk students. The number of ESS students attending PTC was approximately 10. Therefore, the actions/services from the 16-17 SPSA applied to those students attending school in juvenile hall and the correctional academy were ultimately limited due to the restrictions of the correction al facilities.

Due to limited access to students, not all activities could be implemented in the settings of juvenile hall and the correctional facilities. Teachers were given the opportunity for professional development to remain highly qualified. A teacher was added to the correctional facilities to maintain a low teacher to student ratio. The use of technology for educational purposes was expanded due to the availability of tablets. Counselors are available to students, but due to the high transiency, students were often released before services could be provided.

Students with moderate/severe disabilities served in county operated special education programs are all given access to the Unique Curriculum which is aligned with state adopted standards.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The 16-17 plan as written had limited success due to the reconfiguration of the Career and Alternative Education Services division and its schools. However, students continued to receive focused instruction from highly qualified teachers. While incarcerated, the educational emphasis continued

to be progress toward graduation by focusing on credit recovery. Students who were determined to be eligible for re-designation as English Learners were identified and will continue to be monitored for the possibility of reclassification.

Tracking of progress for students with moderate/severe disabilities through Unique's "GPS" system indicated individual student growth.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

NA

***Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA*.**

Beginning with the 17-18 school year, the court ordered students will be enrolled in Pioneer Technical Center and not Enterprise Secondary School. As an Alternate Schools Accountability Model (ASAM) school, juvenile hall and the correctional academy do not have access to data as provided through the LCFF Evaluation Rubrics or dashboard. Changes will be made to the actions/services for these two facilities based upon the limitations of the facilities themselves and student access. A professional development plan will be developed that focuses on instructional strategies such as differentiated instruction, instruction for EL students which can be found under Goal 1, Action.

Goal 2

Students will be connected and committed to their education in a safe environment.

State Priorities: (1) Basic Services; (5) Student Engagement; (6) School Climate; (7) Access to Courses; (8) Other Student Outcomes

Local Priorities: (9) Incarcerated Youth; (10) Foster Youth

Other Priorities:

ANNUAL MEASURABLE OUTCOMES

Maintain number of students participating in student events	Because the overall number of students decreased due to the reconfiguration of the court and community school, the number of students participating in students' events decreased. Students in the juvenile hall have restrictions for participation in student events as do those in the correctional academy.

Conduct annual Williams visits and the annual Facilities Inspection Form resulting in a response to maintenance requests within 10 days.	Formal Williams visits were not conducted as the facilities are maintained by probation. Work orders are completed by staff and submitted to operations/maintenance staff for needed repairs. Due to heavy workloads at multiple sites, work orders are not always completed within 10 working days. An Annual Facilities Inspection form is completed for the special education site and maintenance requests are completed on a continuous basis.
Create a three-member student advisory committee to provide input for the facilities school site master plan	Students from juvenile hall or the correctional academy were not included in discussions relating to the facilities school site master plan due to the fact those student s would not be participating in those particular programs.
Conduct workshops based upon student interests one time per quarter.	Specific workshops were not held for students in juvenile hall or the academy
Decrease chronic absenteeism by .10%.	Absenteeism is not an issue in juvenile hall or the correctional academy. Unless ill or in court, students attend school. If a student is isolated for safety reasons a teacher continues to provide education through independent studies. Chronic absenteeism can be an issue for students with significant special needs who are medically fragile or who have significant behavioral issues. The appropriate steps are taken by MCSOS. However, districts of residences do not aggressively initiate the SARB process.
Maintain daily attendance rates and seat time percentage	Attendance rates and seat time percentage were maintained and were high for the students in juvenile hall (99.8%) and the correctional academy (100%). ESS students who attend Pioneer Technical Center had an attendance rate 92% and increase of almost 6 percentage points.
Maintain or decrease the already low in and out of school suspension rates based upon baseline established in 2014-15 school year; expulsion rates do not apply at this school for court and community programs	Students in juvenile hall or in the academy are not suspended in the traditional sense. If inappropriate behavior occurs, probation makes the determination as to the consequence of that action. The ESS rate of suspension for the 16- 7 school year was 13% which was a slight increase from the previous year. Further analysis indicates that this increase is due to the decrease in students enrolled in ESS and the statistical calculation due to that calculation.

Increase the number of students participating in events and programs for pregnant and parenting teens	All pregnant and parenting teens (PPT) were given the opportunity to participate in events specific to this student population. The overall number of PPT in these programs decreased during this school year.
Establish baseline of the number of whole class workshops on graduation and transitional planning by PPS personnel.	An Action for all students to have a graduation plan was created but no baseline was set for whole class workshops. A baseline of two student/parent meetings was established for transition planning
Create and administer a school climate and safety survey for students and staff.	School Climate Survey was not given to students at Juvenile Hall or the Academy

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED	ACTUAL	BUDGETED 2.01 - 1	ESTIMATED ACTUAL

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue development of programs & activities of shared responsibility and commitment - Increase the number of activities that Academy students can participate in and maintain the level of participation in off-campus activities, educational field trips, sports teams with Enterprise students	Students in the correctional academy were given the opportunity to participate in student events with their peers from Pioneer Technical Center, charter school. However, their ability to participate was dependent up approval from probation.	Transportation, Supplies, Services $8,000 LCFF	Transportation, Supplies, Services $1,751 LCFF Base

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Facilities and maintenance: • Maintain the Facilities repairs status report • Update Def. Maintenance Plan • Update the annual facilities inspection	ACTUAL The annual facilities inspection and report are complete d in the fall of each school year. The campus of the former Enterprise Secondary School was remodeled in the spring of 2017 as part of the overall deferred maintenance and master building plan.	BUDGETED 2.02 - 1 Sal & Benefits, Services $1,000 LCFF	ESTIMATED ACTUAL Sal & Benefits $0 LCFF - Base

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Establish a student advisory committee to develop and provide input for the facilities school site master plan for Career and Alternative Education Services	ACTUAL A formal student advisory committee was developed to provide input for the facilities school site master plan for the Career and Alternative Education Services division. However, student input was taken into consideration especially for the facilities that will house the pathway s for Career and Technical Education.	BUDGETED 2.02.5- 1 Sal & Benefits Services 27,000 LCFF	ESTIMATED ACTUAL Sal & Benefits, Services $0 LCFF Base

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Implement workshops based on student interests	ACTUAL Due to the change in the configuration of the Career Alternative Education Services division and the limited access students in juvenile hall and the correctional academy have, the workshops provided based upon student interests were limited. One of the four teachers in juvenile hall was able to work with probation to bring in guest speakers for the students on a very limited basis.	BUDGETED 2.03-1 Sal & Benefits Services & Supplies $58,200 (Inc Above) LCFF $18,900 LCFF	ESTIMATED ACTUAL Sal & Benefits, Service & Supplies $16,446 (Inc Above) LCFF Base Sal & Benefits, Service Supplies $731 LCFF Base

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Provide support services for homeless students such as: haircuts, laundry services, transportation and meals to decrease chronic absenteeism and to maintain daily attendance rates and seat time percentage.	ACTUAL The basic needs for students in juvenile hall and the correctional academy are provided in the facilities themselves. Services such as accessing housing, transportation, laundry services and meals were provided to special education students when the need became known.	BUDGETED 2.04 - 1 Transportation Supplies & Services $2,100 Supplemental	ESTIMATED ACTUAL Transportation, Supplies & Services $0 Sup & Con

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Provide transportation for student safety as needed and to decrease chronic absenteeism and to maintain daily attendance rates and seat time percentage.	ACTUAL Transportation is provided to students by the largest district of residence Juvenile hall and the correctional academy are residential facilities. Therefore, transportation is not necessary. Chronic absenteeism and maintaining daily attendance rates and seat time percentage is not an issue. Special education students receive door-to-door transportation based upon their Individual Education Plans (IEP).	BUDGETED 2.05 - 1 Sal & Benefits Services $30,300 LCFF	ESTIMATED ACTUAL Sal & Benefits Services $14,235 LCFF Base

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Enhance positive behavior programs, anti-bullying programs, and awards/incentives programs to decrease chronic absenteeism, to maintain daily attendance rates and seat time percentage, and decrease in and out of school suspension rates.	ACTUAL The small number of remaining Enterprise Secondary Students at tending school at Pioneer Technical Center (PTC) participate in PBIS - type programs implemented at PTC. Students in juvenile hall and the correctional academy are rewarded for good behavior as determined by the teaching staff and approved by probation. Even if students in juvenile hall are not allowed by probation to come to class, educational opportunities and instruction are still provided to the student through independent study.	BUDGETED 2.06 - 1 Sal & Benefits Supplies $236,200 LCFF $410,0 00 Sup & Con (Inc above)	ESTIMATED ACTUAL Sal & Benefits Supplies $67947 LCFF Base Sal & Benefits $12,3788 Sup & Con (Inc Above)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Increase support services for pregnant & parenting teens (P & PT), homeless, and foster youth that leads to a high school diploma • Provide tickets for public transportation to and from school • Provide child care for parenting teens	ACTUAL Students in juvenile hall and the correctional academy are not in need of transportation to attend school or for child care. Services were available and provided to ESS students attending PTC as described. Counseling services are provided by county behavioral health	BUDGETED 2.07 - 1 Sal & Benefits Services & Supplies Transportation $46,800 Supplemental ($38,500 Inc Above)	ESTIMATED ACTUAL Sal & Benefits, Services, Supplies & Transp. $23157 Sup & Con ($18,300 Inc Above)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Provide child development educational programs and curriculum on communicating with and caring for your child, providing good nutrition for your child, appropriate discipline for your child • Maintain nursing & counseling services	services or by SELPA for educationally related mental health services.		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED The PPS credentialed staff will develop additional educational services for students in the areas of: graduation requirements, career exploration, financial aid workshops for college and career.	ACTUAL PPS credentialed staff did meet or counsel students on graduation requirements, transitional planning for post incarceration, and career exploration.	BUDGETED 2.08 - 1 Sal & Benefits $18,100 LCFF $46,900 Sup & conc.	ESTIMATED ACTUAL Sal & Benefits $16,069 LCFF Base Sal & Benefits $41,620 Sup & Conc.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Create and administer a school climate and safety survey for students and staff.	ACTUAL A formal school climate and safety survey has not been created or administered. Students in juvenile hall and the correctional academy are naturally within an environment that is meant to provide for their safety.	BUDGETED 2.10 - 1 Sal & Benefits $1,900 LCFF	ESTIMATED ACTUAL Sal & Benefits $0

EVALUATION

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

During the 2016-17 school year, the configuration of the schools in the Career and Alternative Education (CAES) division changed. The majority of the 16-17 LCAP was written to implement actions/services for the students enrolled in the Enterprise Secondary School (ESS) which at the time had 47 students as well as juvenile hall, the correctional academy, and special education students served by the Madera County Superintendent of Schools. For 16-17, ESS students were identified only as those who are court ordered to attend school. Expelled students have been integrated into the Pioneer Technical Center (PTC) which is a charter school that serves high risk students. The number of ESS students attending PTC was approximately 10. Therefore, the actions/services from the 16-17 LCAP applied to those students attending school in juvenile hall and the correctional academy were ultimately limited due to the restrictions of the correctional facilities.

Actions/services that were implemented were transportation for those few ESS students when necessary to access the instructional program, services for homeless/foster youth, implementation of PBIS program for the ESS students, and counseling services for any students identified as having a need.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The 16-17 plan as written had limited success due to the reconfiguration of the Career and Alternative Education Services division and its schools. Expanded services were provided for homeless through a commitment of LCFF dollars. Foster youth services were also expanded to include not only FY students from districts but also those in alternate education programs operated by MCSOS. Attendance rates increased for ESS and remained at a high level for the juvenile hall and correctional academy.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

NA

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

A specific counselor will be assigned to the designated "long term commit" students at juvenile hall and the correctional academy (Goal 2, Action 3). Teachers will make a presentation per semester focusing on community resources. (Goal 2, Action 2).

Goal 3

Increase parent involvement by developing meaningful partnerships and participation.

State and/or Local Priorities addressed by this goal:

State Priorities: (3) Parent Involvement; (5) Student Engagement; (6) Student Climate
COE Priorities: (9) Incarcerated Youth; (10) Foster Youth
Local Priorities:

ANNUAL MEASURABLE OUTCOMES

Expected	Actual
Improve the written formalized process for family contacts.	The focus of these measurable outcomes were for Enterprise Secondary School (ESS). During the 2016 - 2017 school year, ESS was reconfigured to be with Pioneer Technical Center Charter School. Therefore, these measurable outcomes do not apply to the Juvenile Hall and the correctional academy.
Increase positive personal contact with families by all staff to a minimum of 3 times per semester	
Increase percentage of parent participation on formal committees and informal events	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Improve the written process for a systematic approach for improving parent communication.	ACTUAL The written process for improving parent communication for Juvenile Hall and the correctional academy was not addressed.	BUDGETED 3.01-1 Sal & Benefits $37,800 LCFF ($35,900 Inc. Above)	ESTIMATED ACTUAL Sal & Benefits $0 LCFF Base (Inc Above)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Increase positive family contacts such as, phone calls, emails, face - to - face contacts, and home visits.	ACTUAL Due to the reconfiguration of the alternative education programs, increasing contacts with parents whose children are attending school while in juvenile hall or the correctional academy was not an area of focus. Staff working with ESS students attending PTC did make positive contacts with parents through emails, face-to -face contacts and occasional home visits.	BUDGETED 3.02 - 1 Sal & Benefits $92,600 LCFF ($74,300 Inc. Above	ESTIMATED ACTUAL Sal & Benefits $33384 LCFF Base ($22433 inc above)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Personal contacts to identify new members for formalized committees and to encourage participation.	ACTUAL This was not implemented for Juvenile Hall and the correctional academy. Parents of students with special needs consistently participate.	BUDGETED 3.03 - 1 Sal & Benefits $126,800 LCFF ($74,300 Inc. Above)	ESTIMATED ACTUAL Sal & Benefit $0 LCFF Base (Inc Above)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED SELPA will reestablish the community advisory committee (CAC) comprised of parents with special needs children.	ACTUAL Completed – SELPA conducts at least 4 meetings per year for CAC	BUDGETED 3.03.1 - 1 Sal & Benefits $2,600 Spec Ed .	ESTIMATED ACTUAL Sal & Benefits $2600 Spec Ed

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Newsletters from each school site will be distributed to parents via MCSOS's website or copies sent home.	ACTUAL Not completed due to the reconfiguration. Newsletters were not developed for Juvenile Hall and the correctional academy.	BUDGETED 3.03.5 - 1 Supplies $500 LC FF	ESTIMATED ACTUAL Supplies $0 LCFF Base

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Explore ways to conduct sign- language classes for parents of students who are deaf and hard of hearing.	ACTUAL Not completed. Due to the severe shortage of certificated deaf interpreters, there was not enough personnel to complete this.	BUDGETED 3.03.7-1 Sal & Benefits $1,000 Spec Ed.	ESTIMATED ACTUAL Sal & Benefits $0 Spec Ed

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED	ACTUAL	BUDGETED	ESTIMATED ACTUAL

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain conducting established family events and opportunities such as Welcome Back, Open House, Parent Teacher Conferences, Fall Festival, and Winter Performance for parent involvement in school functions.	Parent conferences/meetings are conducted for students in Juvenile Hall and the correctional academy. Welcome back, open house, conferences, Fall Festival, winter and spring performances were conducted for parents for students with special needs.	Sal & Benefits $13,600 ($3,650 Inc. Above)	Sal & Benefits $2,817 ($849 Inc Above) LCFF Base

EVALUATION

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

During the 2016-2017 school year, the configuration of the schools in the Career and Alternative Education (CAES) division changed. The majority of the 16-17 LCAP was written to implement actions/services for the students enrolled in the Enterprise Secondary School (ESS) which at the time had 47 students as well as juvenile hall, the correctional academy, and special education students served by the Madera County Superintendent of Schools. For 16- 7, ESS students were identified only as those who are court ordered to attend school. Expelled students have been integrated into the Pioneer Technical Center (PTC) which is a charter school that serves high risk students. The number of ESS students attending PTC was approximately 10. Therefore, the actions/services from the 16-17 LCAP applied to those students attending school in juvenile hall and the correctional academy were ultimately limited due to the restrictions of the correctional facilities.

Staff maintained current status of communication with parents whose children were attending school in juvenile hall and the correctional academy. Parents of ESS students attending PTC were invited and encourage to participate in student /family-oriented events.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

There was limited effectiveness for the implementation of this goal due again to the reconfiguration. Increasing parent involvement for students in the correctional facilities often presents unique challenges. Parents were asked to participate in conferences when scheduled.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

NA

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Investigate how to improve parent communication and interaction documented through a call log (Goal 3, Action 1). Create a transition team that will work with the student to assist in transition from the facilities back to their district of residence.

Goal 4

Extend the services to identified Foster Youth (FY) to assist them in becoming college/career ready

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: (10). Foster

Annual Measureable Outcomes

Expected	Actual
Fully utilize the Foster Focus database including use by district liaisons	As a county, we continue to utilize Foster Focus and have added additional users to include four of nine districts, Department of Social Services supervisors, Probation, and FYSCP staff.
. Implement training module	The Foster Youth Services program continues to provide technical assistance and training in foster youth legislative mandates including AB490, AB167, and credit policy.
Copies of transcripts for high school FY	Students learn to read their high school transcript during regularly scheduled cohort meetings.
. Conduct regularly scheduled meetings with FY stakeholders	Implemented a series of ten Foster Parent Connection monthly workshops
. Increase FY parent involvement	Added one additional staff person to FYSCP
. Extend services by adding additional personnel or time	Added one additional staff person to FYSCP

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED . Improve the identification of foster youth by: 1. Conducting on-going district liaison meetings quarterly 2. Expanding the use of the Foster Focus data base	ACTUAL 1. Conducted monthly district liaison meetings collaboratively with the Foster Youth Executive Advisory Council. 2. Increased the number of users from 7 to 12; a work group is currently working to develop an interagency sharing agreement that will increase the number of users; There is now a daily CALPADS/Foster Focus local “match” which serves as an incentive for new users since more students are now being identified. 3. Provided a Foster Focus training to local DSS and MUSD database administrators to inform of new system features that increases student identification.	BUDGETED 4.01 - 1 $118,700 Sal & Benefits Supplies Foster Youth Funding	ESTIMATED ACTUAL $118,700 Sal & Benefits; Supplies; Foster Youth Fundi

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Inform FY about post - secondary options by: 1. Increasing participation in middle/high school cohorts through monthly meetings and campus visits 2. Increasing opportunities for college/vocational program visitations	ACTUAL 1. Cohort meetings were held three times per month and four college/university visits were conducted from September – March. 2. College visits included: Columbia College, California State University, Bakersfield, California State University, Stanislaus, California State University, and Monterey Bay. 3. Foster youth in middle and high school were invited and participated in a STEM. Cohort meetings were held three times per month and four college/university visits were conducted from September – March. 2. College visits included: Columbia College, California State University, Bakersfield, California State University, Stanislaus, California State University, and Monterey Bay. 3. Foster youth in middle and high school were invited and participated in a STEM	BUDGETED 4.02 - 1 $113,500 Sal & Benefits $14,800 Supplies & Services Foster Youth ($118,700 Inc Above)	ESTIMATED ACTUAL $113,500 Sal & Benefits; $14,800 Supplies & Services (Foster Youth $118,700 Included above

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Ensure school stability, immediate enrollment, and transfer of credits by: 1. Increasing AB490/AB167 trainings and participants 2. Developing credit policy training for school site staff, social workers, counselors, CASA workers, district liaisons, and other stakeholders. 3. Teaching FY to self- advocate by understanding how to read and analyze their school transcripts 4. Continuing to facilitate collaboration with DSS and school districts to minimize school changes. When changes occur, work with DSS and school districts to ensure immediate enrollment and accurate transfer of records and credits.	ACTUAL 1. Held AB490/AB167 for DSS social workers and social worker supervisors twice. Held one AB490 overview workshop for MUSD elementary counselors. Provided one AB490 work shop for foster parents 2. Offered credit policy training to districts. 3. FY students learned to read school transcripts during cohort meetings. 4. Work group was established and met in December and March to develop and implement an interagency agreement which will include agency roles and responsibilities, procedures to determine school of origin including criteria to be used, and procedures to determine transportation responsibility, including financial responsibility. It will also include agency responsibility in ensuring immediate enrollment and the timely and accurate transfer of records and credits. 5. A county - wide 'notice of placement/removal' is scheduled to be re - instated by May. This will ensure that schools are aware of a pending move to allow for a collaborative evaluation of school of origin/best interest and, if a change in placement is in the best interest of child, to ensure the immediate transfer of records and credits.	BUDGETED 4.03 - 1 $113,500 Sal & Benefits $14,800 Supplies Foster Youth ($128300 Inc Above)	ESTIMATED ACTUAL $113,500 Sal & Benefits; $14,800 Supplies; Foster Youth ($128,300 Above)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	6. A board policy draft for MCSOS Career and Alternative Education foster youth has been drafted and is pending approval. It will establish policy to be used in determining immediate enrollment, transfer of records and credits, and AB167 evaluation.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Develop and conduct a needs assessment to determine interest in trainings to various stakeholders.	ACTUAL A comprehensive needs assessment was developed to obtain feedback for training and technical assistance/professional development. • Needs assessment was disseminated to the Madera County Foster Youth Executive Advisory Council and will continue to be disseminated to local stakeholders. • Foster parents were surveyed to obtain feedback for foster parent monthly workshop series.	BUDGETED 4.04 - 1 $113,500 Sal & Benefits Foster Youth ($113500 Inc Above)	ESTIMATED ACTUAL $113,500 Sal & Benefits; Foster Youth ($113500 Inc Above)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Promote the engagement of foster parents by finalizing the FYS Collaborative 3-year plan to promote engagement of foster parents through the implementation of monthly parent meetings and invitations to participate in all FY activities including monthly cohorts and campus/vocational visits.	ACTUAL Worked collaboratively with DSS and MUSD to develop and implement a series of ten workshops focused on topics including: trauma informed care, the special education process, gang awareness, how to advocate for a foster child at school (overview of AB490 and post-secondary options including requirements), behavioral health services, and understanding the social services process. • Foster parents are always invited to attend cohort meetings, field trips and other special events and activities.	BUDGETED 4.05 - 1 $113,500 Sal & Benefits Foster Youth ($113,500 Inc Above)	ESTIMATED ACTUAL $113, 500 Sal & Benefits; Supplies; Foster Youth ($113,500 Inc Above)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Facilitate the collaboration between stakeholders and the coordination of services by: Hosting the Madera County Foster Youth Collaborative • Participating on the Out of Home Youth Advisory Board • Conducting district FY liaison meetings quarterly • Implementing a needs assessment	ACTUAL • Conducted monthly (August – June) Foster Youth Collaborative meetings (name has since changed to the FYS Executive Advisory Council) • Per requests by DSS, the Out of Home Youth Advisory Board is now part of the Madera County Foster Youth Executive Advisory Council which meets monthly and is facilitated by MCSOS FYSCP staff. • District liaisons meet monthly as part of the Executive Advisory Council. • Convened local stakeholder group to address requirements under ESSA, including, primarily, new transportation mandate for maintaining school stability/ school of origin. Additional meetings are scheduled and will be facilitated by MCSOS FYSCP staff. • A needs assessment was developed and has been disseminated to stakeholders who take part in the Executive Advisory Council. Dissemination to other stakeholders will continue through May.	BUDGETED 4.06 - 1 $113,500 Sal & Benefits Foster Youth ($113,500 Inc Above)	ESTIMATED ACTUAL $113, 500 Sal & Benefits; Foster Youth ($113,500 Inc Above)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Leverage multiple sources of funding (non-LCFF monies) to extend the number of days of the FY Coordinator and to hire a social worker.	ACTUAL The number of days for the FY Coordinator were not extended, a staff person, however, was added to the Foster Youth Services Program through the leveraging of multiple sources including CAES, FYS, and Title IV,E.	BUDGETED $113,500 Sal & Benefit Foster Youth ($113,500 Inc Above)	ESTIMATED ACTUAL $113, 500 Sal & Benefits; Foster Youth ($113,500 Inc above)

EVALUATION

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Overall, the majority of the actions/services were implemented. Increasing the number of identified foster youth continues to be a priority. Foster Focus continues to be improved in this effort. With the additional match to CalPads, more foster youth are being identified, increasing the number of foster youth invited to monthly cohort meetings, field trips and other events. A work group is working on an interagency information sharing agreement that will allow for more users to access Foster Focus, including social workers. They will have access to valuable information required for

court reports which will help ensure proper school placement, immediate enrollment, and timely transfer of records. Additionally, monthly rather than quarterly district liaison meetings were held which allowed for increased collaboration between Madera County Superintendent of Schools Foster Youth Services and local LEAs in developing and implementing post high school preparatory services and support. Foster youth staff continued to implement monthly meetings three times per month, giving middle and high school foster youth post - secondary information, planning and implementing campus visits and providing opportunities for career and interest exploration. The collaborative effort in Madera County is strong. The goal of ensuring stability, immediate enrollment and transfer of credits has been at the forefront this year. A workgroup is currently working towards the development of an interagency agreement specifying agency roles and responsibilities, identifying processes to be used and identifying agency policies. Additionally, the workgroup will identify the criteria to be used in determining “best interest” regarding school of origin and working to develop a county-wide transportation procedure to ensure school of origin, including fiscal responsibility. Additionally, the Foster Parent Connection was developed and implemented this year, engaging foster parents in monthly workshops focused on topics including the special education process, foster youth educational rights, trauma and its impact on behavior, high school graduation/college entrance requirements, and the four systems of higher education and the paths to get there.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

As a whole, the actions and services provided helped the Foster Youth Services Coordinating Program move closer to its goal. The Foster Focus database is always being improved. We continue to train and give more stakeholders access to the database, but, are still working to utilize it to its maximum capacity. Foster youth monthly meetings continue to take place, ensuring youth understand how to read their transcripts in order to better advocate for themselves and, more collaborative meetings are taking place now than ever before. Multiple interagency projects are in progress, allowing for the continued development of relationships with local agencies and other stakeholders. Finally, this year, with the implementation of the Foster Parent Connection, more foster parents are involved with Foster Youth Services and obtaining valuable information that will be useful as they advocate for children in the schools and try to maintain a positive and stable home environment for our foster children and youth.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

NA

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Assist independent study and charter school seniors to complete the FAFSA by the March 2 deadline by conducting two student workshops, following up with individual students to ensure the process is complete and facilitating the development of a mechanism for tracking FAFSA completions.
Assist interested independent study and charter school seniors to complete the community college matriculation process by conducting a community college overview workshop, scheduling and implementing matriculation workshop dates for the on-line application and orientation, facilitating an assessment preparation workshop and two assessment test dates, facilitating an advisory day at Madera Center to develop the student Education Plan, following up with individual students and ensuring a connection to a community college foster youth program; gather base line data.
Ensure school stability, immediate enrollment and transfer of credits received for newly enrolled independent study and charter school foster youth by developing and implementing a MCSOS FYS board policy aimed at providing guidance regarding stability, enrollment and credits,
Parent coordinating remote access to workshops,
Develop a process for the continuous monitoring of independent study and charter school foster youth attendance; begin monitoring foster youth in 11th and 12 th grade; gather baseline data.

Stakeholder Engagement – Needs Assessment

SPSA Year: **2017-18**

The involvement process for the review of the 2016-2017 SPSA and planning for the 2017-2018, 2018-2019, and 2019-2020 SPSAs occurred throughout the 2016-2017 school year with the intent of purposeful engagement from numerous stakeholder groups. Information was disseminated, and input gathered through various means such as, but not limited to, meetings, surveys, telephone calls, Blackboard Connect, emails, and flyers. These various stakeholder groups included Madera MCSOS CAES staff comprised of administration, certificated staff, classified staff, internal

classified, confidential, and agency personnel, parents, students, and district administration. Because formal parent involvement continues to be a challenge for the alternative education programs operated by MCSOS, the already established School Site Council served as the Parent Advisory Committee for the LCAP process providing input and guidance.

Meetings reviewed the requirements of the SPSA and the state's ten priorities and identified metrics for the LCAP. Goals and actions/services to be addressed during the 2016-2017 school year were reviewed. Stakeholders were made aware of the reconfiguration of the schools with the Career and Alternative Education Services division which impacted the ability to implement some actions/services for the incarcerated youth in juvenile hall and the correctional academy. Such discussions led to more focused conversations of continued or new identified needs to be addressed through ongoing or revised actions/services in the coming years for this specific student group. The most current data in areas such as the number of "at risk" students obtaining diplomas, the number of credits recovered, the overall increase in seat time, and the increase in student involvement through specific activities was shared. This type of qualitative data is meaningful for the student population served by MCSOS.

Specific meetings or activities held to receive input and to provide ongoing planning and collaboration included:

1. Stakeholders Meetings for MCSOS staff including administration, certificated, classified, internal classified, confidential, bargaining unit representatives were scheduled for October 3, 2016, December 12, 2016, March 13, 2017, and May 8, 2017. CTA and CSEA representatives actively participated in these LCAP stakeholders' meetings. Parents were invited to participate in the Stakeholders meetings through personal invitations, flyers or Blackboard Connect. LCAP input was incorporated into the SPSA as applicable. (LIT) meeting – August 23, 2016, October 25, 2016, March 21, 2017, and June 13, 2017.
2. School Site Council Meetings: February 9, 2017 and May 11, 2017.
3. Professional development meetings for CAES instructional staff and staff meetings focused on instructional strategies and improving student achievement held on August 29, 2016, October 10, 2016, November 7, 2016, December 2, 2016, January 9, 2017, March 6, 2017, April 17, 2017, May 8, 2017 and May 22, 2017.
4. Monthly collaborative meetings were held to review services provided to Foster Youth (FY) with personnel from the following: MCSOS, Madera Unified School District (MUSD), Madera County Department of Social Services (DSS), Madera County Probation Department, Madera Community College Center. In addition, meetings are held quarterly with district FY liaisons to provide better coordination of FY services.
5. LCAP team participated in meetings provided by MCSOS Educational Services staff that reviewed all components of the new template and evaluation rubrics on November 28, 2016, December 12, 2016, March 6, 2017, and May 1, 2017.
6. A presentation was made on the LCAP to MCSOS's Communications Committee which is composed of representatives from all aspects of the MCSOS organization.

Involvement Process for SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

School Site Council meetings and staff, student, and parent input had the following impact on the development of the 2017-18 SPSA:
The reconfiguration of the schools in the Career and Alternative Education Services division had a significant impact on the implementation of the 16 - 17 SPSA. Many of the actions/services described could not be as successfully completed with the incarcerated student population. This change led to rich discussions and consultations with staff, administration and other stakeholders to focus specifically on this student population and how to improve services to them for the 17-18 school year and beyond.
The reconfiguration of the schools in the Career and Alternative Education Services division had a significant impact on the implementation of the 16-17 LCAP/SPSA. Many of the actions/services described could not be as successfully completed with the incarcerated student population. This change led to rich discussions and consultations with staff, administration and other stakeholders to focus specifically on this student population and how to improve services to them for the 17-18 school year and beyond.

Stakeholders meetings and staff, student and parent input had the following impact in the development of the 2017 - 2018 SPSA:
Through the development of student's individual transition plans and career interest surveys, more opportunities should occur in career exploration and work experience as students prepare for a career or college. Although it is not possible for incarcerated youth to go out into the community to explore career options, teachers can make presentations that outline available resources in the community.
A professional development plan to increase the rigor of instruction and the use of technology to increase student access to curriculum needs to be developed and implemented with fidelity. Common minimum days, staff meetings, and workshops will continue to be used to engage teachers in discussions of state standards implementation. Additional time for teacher collaboration and coaching is needed. Common minimum days and staff meetings will be identified for these purposes.

Meaningful parent involvement is an ongoing challenge. There are many factors that influence the families of these high-risk students' abilities to engage with their child's educational process and to be directly involved in the decision-making. It has been determined that there is more parent involvement when more personal and positive contacts are made with the parents. Therefore, a contact log and communication template should be developed for positive communication with parents to enhance relationships between parents and the school.

The commitment to enhance the use of technology by students for instructional purposes. Future impact is to make tablets more available to a broader scope of students.
Continue the emphasis for improved services to identified English Learners to include appropriate instructional strategies and the re-designation of students. A part time EL coordinator will continue to revise the EL plan as needed ensuring all policies and procedures are accurate, develop well-defined EL instruction, assist with the redesignation process, and to monitor those students who have been redesignated.
Provide more focused training on the use of technology in instruction. Students must have access to updated "hardware" and be taught to use technology for instructional purposes. Teachers must receive training on such things as the use of smart boards and specific instructional software programs.
A continued commitment to provide for homeless youth who are in need of basics such as clothes, hygiene products, haircuts and access to public transportation.
School counselors in the CAES division will have a larger role in working with the incarcerated youth. Counselors will be assigned to specific students and will continue to work with them in working toward their graduation, post- secondary transition plans, or transition plans to return to their schools of residence after their release.

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.[1] The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Leslie Neumier	Principal				
Jose Espinoza			Classified Staff		
Number of members in each category	1		1		

1 *EC* Section 52852

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 1

Unchanged

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

State and/or Local Priorities addressed by this goal:

State Priorities. (1) Basic (2) Implementation of State Standards, (4) Student Achievement, (7) Access to Courses, (8) Other Student Outcomes

Local Priorities: (9) Incarcerated Youth; (10) Foster Youth

Identified Need from the Annual Evaluation and Needs Assessment:

Increased achievement in all content areas; credit recovery towards graduation and focused intervention strategies for low performing students. (All of the students in the program qualify as foster youth students and receive individualized academic support during their placement to assist them in meeting their particular credit and academic needs in small group settings). EL student progress. There is no relevant data for Alternative school reclassification rate due to the short-term placement of students in the programs, however, most all students will be eligible for reclassification at the home district of school of choice once leaving Juvenile Hall or the Academy. Focus is on assessing students and providing EL instruction to foster their continued development.

Expected Annual Measureable Outcomes (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Develop an individual Graduation progress plan to	To be developed; no current data	Individual plan will be developed and implemented with all students in juvenile hall	Individual plan will be developed and implemented with all students in juvenile hall	Individual plan will be developed and implemented with all students in juvenile

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ensure graduation Progress is met and post-secondary options are explored		and the cadet academy to be on track to graduate Establish baseline	and the cadet academy to be on track to graduate	hall and the cadet academy to be on track to graduate
Students in juvenile hall will complete a Career Interest Assessment Survey once it is determined student will be in the facility more than 15 days	To be developed; no current data	Career Interest Survey will be created. The Career Interest Survey will be implemented for students in juvenile hall once it is determined the student will be in the facility more than 15 days Establish baseline	Career Interest Survey will continue to be used with students in juvenile hall. Increase percent of students assessed	Career Interest Survey will continue to be used with students in juvenile hall. Increase percent of students assessed
Students in the correctional academy will complete a career assessment within the first month of being in the Academy	To be developed; no current data	Career Assessment will be created and implemented with all students in the Correctional Academy within the first month of them being in the cadet academy	Career Assessment will continue to be used with all students in the Cadet Academy Increase percent of students assessed	Career Assessment will continue to be used with all students in the Cadet Academy Increase percent of students assessed
Identify EL students in Juvenile Hall and the Cadet Academy Work on reclassification process for all eligible students	There is no relevant data for Alternative school reclassification to the short-term placement of students in the programs To be established	Develop an assessment to use with CELDT/ELPAC to reclassify EL students	Implement assessment used for reclassification Maintain or increase the number of reclassified EL students	Implement assessment used for reclassification Maintain or increase the number of reclassified EL students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Ensure curriculum is rigorous and engaging to achieve high levels of learning for all students in Juvenile Hall and the Cadet Academy	100% of students have access to standards aligned instructional materials as reported on Williams Annual Report; new curriculum purchased, and staff has received professional development in EL, common core, and student engagement strategies	Maintain all students access to standards aligned instructional materials Students will improve grades and more credits will be earned	Maintain all students access to standards aligned instructional materials Students will improve grades and more credits will be earned	Maintain all students access to standards aligned instructional materials Students will improve grades and more credits will be earned
State adopted content and performance standards	100% of students will receive instruction based on stated adopted Common Core State Standards	All students will receive instruction based on stated adopted Common Core State Standards	All students will receive instruction based on stated adopted Common Core State Standards	All students will receive instruction based on stated adopted Common Core State Standards
Broad course of study	100% of students in Juvenile Hall and Academy have access to a course of study that allows them to earn credits that will transfer to meet diploma track graduation requirements	Maintain options for credits that will meet graduation requirements	Maintain options for credits that will meet graduation requirements	Maintain options for credits that will meet graduation requirements
Targeted support for students with IEPs	All SPED students receive targeted support and appropriate special education services	Maintain Special Education support of each SPED student	Maintain Special Education support of each SPED student	Maintain Special Education support of each SPED student
Support for all Unduplicated Pupils	All students in Juvenile Hall and the Correctional Academy receive targeted support	Maintain support for all students	Maintain support for all students	Maintain support for all students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State CASSPP	Alternative schools do not receive school scores			
API	Alternative schools do not receive scores			
US/CSU Eligibility	Alternative schools do not offer a-g classes			
ELPI	Alternative School does not receive ELPI scores Establish baseline score for reclassification for students in the Academy	Increase reclassification of Academy students	Increase reclassification of Academy students	Increase reclassification of Academy students
AP Exams	Alternative School does not offer AP classes			
EAP	Alternative School does not receive EAP scores			
Graduation Credit Recovery	Maintain student credit status for graduation at minimum Earn additional credits to close gap when possible	Maintain student credit status for graduation at minimum Earn additional credits to close gap when possible	Maintain student credit status for graduation at minimum Earn additional credits to close gap when possible	Maintain student credit status for graduation at minimum Earn additional credits to close gap when possible

Planned Actions / Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 1

Action 1

Students to be Served: (*Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)*	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
All	SWP

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

GOAL 1, Action 1

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
The Career Alternative Education Services (CAES) Counseling department will develop an individual plan for students in juvenile hall and the cadet academy to ensure graduation progress is met and post - secondary options are explored. The staff and designated counselor will implement the individual plan for students in juvenile hall and the cadet academy.	Principal Counselor	1. Counselors research published career interest surveys 2. Counselors create draft interest survey 3. Meet with principal for review input, and approval 4. Interest survey administered to Cadets on	1.1 $12,500 LCFF – Base Salaries & Benefits

Goal 1 Action 2

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
All	Schoolwide Project

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
The CAES counseling department staff will develop a career interest survey to be completed by students to assist them in exploring careers that match their interests.	Principal Counselors	1. Counselors research published Interest Surveys 2. Counselors create draft interest survey 3. Meet with director for review and approval 4. Interest Surveys administer to Cadet	1.2 $3,600 (Inc) LCFF – Base Salary & Benefits ($2900 Inc in 1.1)

Goal 1 Action 3

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
ALL	Schoolwide

Select from New, Modified, or Unchanged

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
The Career Alternative Education Services counseling staff will research and/or create a career assessment to implement with all students in the correctional academy within the first month of them being in the cadet academy.	Principal Teacher on Special Assignment (Curriculum & Assessment) Teachers MCSOS IT Department	1. Align CAES Career with credit evaluation 2. Research CA Career Zone on line Career Assessment 3. Work with Instructional Technology to secure computers and installation for use with CA Career Zone	1.3 $3600 $1000 LCFF - Base Salary & Benefits ($2900 Inc in 1.1) Services

Goal 1 Action 4

For Supplemental Actions/Services:

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
English Learners	English Learners

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Counseling staff will make sure to maintain list of EL students that are long-term commits or academy cadets to ensure that these students are accessing curriculum and acquiring the language, which will facilitate their reclassification.	Principal Teacher on Special Assignment (EL Coordinator) Teachers	1. Counselors and TOSA monitor PowerSchool and CALPADS to monitor progress of LTELs 2. Teachers incorporate ELD standards and strategies in courses found to be effective for LTELs 3. Consider students' eligibility for reclassification	

Goal 1 Action 5

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

ALL

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide Program

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Teachers and administrators will continue to review and enhance curriculum to ensure it is rigorous and engaging to all students, which will increase the number of students learning at higher levels in juvenile hall and the cadet academy.	Principal Teacher on Special Assignment (Curriculum & Assessment) Teachers	1. Add technology to Pods to engage students 2. Encourage staff to review textbooks, novels, etc. to increase student engagement	1.5 $9,000 LCFF - Base Salaries & Benefits

Goal 1 Action 6

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
ALL	Schoolwide Program

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
MCSOS will recruit and retain appropriately credentialed teachers.	Principal MCSOS Human Resources	1. HR will conduct or attend job fairs periodically to recruit appropriately credentialed teachers 2. To retain teachers MCSOS will continue to offer competitive salaries	$ 235,500 LCFF – Base Salaries & Benefits

Goal 1 Action 7

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
ALL	Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged
New

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
MCSOS will provide opportunities for professional development on designated days and attend external workshops and conferences. Professional development days will be used to address be at practices and collaboration on topics relevant to the needs of individual programs.	Principal Teachers Classified Staff MCSOS Business Department	1. Staff research trainings of interest—internet posting, flyers, other announcements 2. Staff member requests training 3. Paperwork submitted 4. Staff member attends training	1.7 $7,000 $7,100 LCFF - Base Services & Travel Salaries & Benefits Title II A, $2,707

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	(Select from New Goal, Modified Goal, or Unchanged Goal)
	Unchanged
Goal 2	Students will be connected and committed to their educations in a safe environment.

State and/or Local Priorities addressed by this goal:

State Priorities: (1) Basic Services, (4) Student Achievement; (6) School Climate, (7) Access to Courses (8) Other Student Outcomes

Local Priorities: (9) Incarcerated Youth; (10) Foster Youth

Identified Need from the Annual Evaluation and Needs Assessment:

Increase student engagement

(Classes are held in correctional facility and safety and environment administered by legal requirements and policies of the Probation Department. MCSOS focus in upon positive educational environment)

(Attendance is mandatory and monitored by Probation Department. All students are required to attend school. If a student is unable to be a part of the classroom, instruction is provided through alternative means).

High School Graduation. Due to short-term placement, only Academy students who may be in program when they complete credits are eligible to graduate. Goal of program is to maintain and/or assist in credit recovery to allow students to graduate from home school or school of choice.

Expected Annual Measureable Outcomes (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher-Student ratio	12-1 teacher-student ratio	The number of needed teachers will remain in the facility according to the population to ensure a low student to teacher ratio \	The number of needed teacher s will remain in the facility according to the population to ensure a low student to teacher ratio	The number of needed teacher s will remain in the facility according to the population to ensure a low student to teacher ratio
Presentations to help students be more connected to their community.	Two presentations	Presentations to help students be more connected to their community.	Present the two presentations, one each semester to all students in juvenile hall and the cadet academy.	Present the two presentations, one each semester to all students in juvenile hall and the cadet academy.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School attendance rates	Attendance is mandatory (see above) Attendance baseline in 99.8%	Maintain attendance rate	Maintain attendance rate	Maintain attendance rate
Chronic Absenteeism	None Due to mandatory attendance requirement	Maintain rate	Maintain rate	Maintain rate
High School Drop Out Rates	None While in Juvenile Hall and Correctional Academy all students are required to maintain enrollment	Maintain rate	Maintain rate	Maintain rate
High School Graduations Rates	No school data available for program-see above Identified Need			
Pupil Suspension Rates	None Students in Juvenile Hall and the Correctional Academy are not suspended or expelled in the traditional sense. If inappropriate behavior occurs, Probation makes determination of the			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	consequences of that action.			
Pupil Expulsion Rates	Students in Juvenile Hall and the Correctional Academy are not suspended or expelled in the traditional sense. If inappropriate behavior occurs, Probation makes determination of the consequences of that action.			
School Climate and Safety	MCSOS provides educational services only. Classes are held in correctional facility and safety and environment administered by legal requirements and policies of the Probation Department	Maintain status per probation	Maintain status per probation	Maintain status per probation
School Facilities Inspection Tool	Facilities for Juvenile Hall and the Correctional Academy are maintained by County Probation Department are kept in “ good care ” per inspection of MCSOS inspection	Maintain facility status	Maintain facility status	Maintain facility status
Designate CAES Counselor to work specifically with the students in the cadet academy.	One Counselor	Maintain Counselor	Maintain Counselor	Maintain Counselor

Planned Actions / Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 2 Action 1

For Supplemental Actions/Services:

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
Low Income, Foster Youth, English Learners	Low Income, Foster Youth, English Learners

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
A positive working relationship with the Deputy Chief Probation Officer of the Madera County Juvenile facility and 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.	Principal Deputy Chief Probation Officer Counselors	1. Set appointments to coordinate student events 2. Staffing about individual students like student needs or if their needs are being met 3. Deputy Chief will meet with counselors about updates, student concerns, enrollment; student-teacher ratio	$235,500 $6600 LCFF – Base LCFF Sup & Con Salaries & Benefits (Inc in 1.6)

Goal 2 Action 2

For Supplemental Actions/Services:

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
English Learners, Foster Youth, Low Income	English Learners, Foster Youth, Low Income

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Teachers will prepare 1 presentation each semester for student s to gain a greater sense of connection and responsibility to the community.	Principal Office staff Counselors	1. Teachers research opportunities for students to interact with the community 2. Present opportunity for students to interact with the community—Poetry Festival; Poetry Festival, Rotary Writing; Books; etc.	2. $9000 $5000 $5000 LCFF Sup & Con Salaries & Benefits Supplies Services

Goal 2 Action 3

For Supplemental Actions/Services:

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
English Learners, Foster Youth, Low Income	English Learners, Foster Youth, Low Income

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
A CAES counselor will work with a designated list of students through graduation from high school to develop a greater sense of trust of people and resources in the CAES division and community.	Principal Counselors Teachers IAs		2.3 $18,300 LCFF Sup & con Salaries & Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Increase parent involvement by developing meaningful partnerships and participation

State and/or Local Priorities addressed by this goal:

State Priorities: (3) Parent Involvement, (5) Student Engagement, (6) School Climate

Local Priorities: (9) Incarcerated Youth; (10) Foster Youth

Identified Need from the Annual Evaluation and Needs Assessment:

Increased parent engagement

Expected Annual Measureable Outcomes (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent contacts for cadet academy students.	Two contacts per semester	Facility teachers will utilize the call log and/or standard letter to increase parent communication for cadet academy students. This communication will occur a minimum of two times per semester	Facility teachers will utilize the call log and/or standard letter to increase parent communication for cadet academy students. This communication will occur a minimum of two times per semester.	Facility teachers will utilize the call log and/or standard letter to increase parent communication for cadet academy students. This communication will occur a minimum of two times per semester.
Parent participation on formal committees and informal events to provide input in making school decisions	To be established	Increase Communication to all parents to increase opportunities to participate on formal committees and informal events.	Increase Communication to all parents to increase opportunities to participate on formal committees and informal events.	Increase Communication to all parents to increase opportunities to participate on formal committees and informal events.
Transitional meetings for cadet academy students	To Be determined Meeting for all students involving Madera County Probation and agencies	Develop the transitional team and establish the purpose of the meetings. This work will be done in conjunction with the Madera County Probation	Increase number of transitional meetings for cadet academy students to discuss the transition process for students back into the community.	Increase number of transitional meetings for cadet academy students to discuss the transition process for students back into the community.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		department and additional outside agencies.		

Goal 3 Action 1

For Supplemental Actions/Services

Students to be Served:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

English Learners, Foster Youth, Low Income

Scope of Service:
(Select from Schoolwide or Limited to Indicated Student Group(s)):

English Learners, Foster Youth, Low Income

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Staff will create a call log and standard letter for teachers to utilize in order to increase parent communication for cadet academy students. The teachers will make a minimum of two parent contacts per semester for all cadet academy students.	Principal Counselors Teachers IAs	1. Provide teachers with lists of students and parents names, phone numbers, emails, etc. 2. Continue to record parent contacts on call/contact log. 3. Continue to use the parent contact letter. 4. Invite parents to school activities	3.1 $6600 $100 LCFF – Sup & Con Salaries & Benefits Supplies

Goal 3 Action 2

For Supplemental Actions/Services:

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
English Learners, Foster Youth, Low Income	English Learners, Foster Youth, Low Income

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Staff will build on the relationships that have been created through their positive contacts to personally invite parents and families to participate in formal committees and informal events.	Principal Counselors Teachers IAs	1. Identify parents who come to the school or show interest in other ways. 2. Identify parents who attend student sporting events or community events like events sponsored by Rotary 3. Invite parents to participate in formal committees and other events	3.2 $11,200 $ 1,000 LCFF – Sup & Con Salaries & Benefits ($6,600 Inc in 3.1) Supplies

Goal 3 Action 3

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide programs

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Include parents in transitional meetings of cadet academy students to support their decisions for best placement. The transitional team will include designated CAES counselor, probation officer, and other community representatives that can positively impact cadet placement	Principal Counselors Teachers	1. Include parents at IEP and other educationally focused meetings 2. Begin educational meetings with positive statements about the student 3. Schedule transitional students to meet with counselor to reevaluate credits and transition to new school 4. Schedule transitional students to meet with probation officers to review expectations upon release	3.3 $3,600 LCFF - Base Salaries & Benefits $2,900 Inc in 1.1 $700 Inc in 1.2

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 4

Facilitate the county-wide coordination of services for the educational needs of foster youth and expelled youth

State Priorities: (6) School Climate

Local Priorities: (9) Incarcerated Youth (10) Foster Youth

Identified Need from the Annual Evaluation and Needs Assessment:

The educational outcomes of foster youth continue to be of concern not only statewide, but locally as well. A small number of foster youth graduate from high school, and, although, most foster youth say they want to go to college, very few actually do. Of those who do, very few complete a program. Additionally, foster youth often change placements and very few are proficient in English and Math. Ensuring that foster youth receive the necessary information to graduate from high school and to be eligible for college/career is vital. Providing individual support and monitoring provides an additional layer of support and, more importantly, a key relationship whom they can count on. Additionally, because of the high mobility of foster youth, establishing county - wide policies and procedures to address school stability and the immediate enrollment of foster youth is critical. And, providing stakeholders working with foster youth vital information to best advocate for and work with foster youth is critical for the stability and success of our foster youth.

Expected Annual Measureable Outcomes (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of cohort meetings and campus visits/special events conducted.	2 cohort meetings/campus visits/special events.	Maintain or increase number of cohort meetings/campus visits/special events	Maintain or increase number of cohort meetings/campus visits/special events	Maintain or increase number of cohort meetings/campus visits/special events
Average score on Post-Secondary Knowledge Survey	To Be determined in 2017 -18	Establish baseline data—develop and administer survey	Maintain or improve average student score on Post - Secondary Knowledge Survey	Maintain or improve average student score on Post - Secondary Knowledge Survey
Development/dissemination of a county - wide resource guide.	To be established in 2017 -18	Finish the development of Resource Guide, disseminate to middle and high school foster youth – Establish baseline data	Maintain or increase the number of middle and high school foster youth who receive a resource guide.	Maintain or increase the number of middle and high school foster youth who receive a resource guide.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of CAES foster youth receiving individual counseling services.	6	Maintain or increase number of CAES foster youth who receive individual counseling.	Maintain or increase number of CAES foster youth who receive individual counseling.	Maintain or increase number of CAES foster youth who receive individual counseling.
Number of CAES senior FAFSA completions	No prior data. To be established in 2017-18	Establish baseline data	Maintain or increase number of CAES seniors who complete the FAFSA process.	Maintain or increase number of CAES seniors who complete the FAFSA process.
Number of CAES Seniors who complete the community college matriculation process.	No prior data. To be established in 2017 - 18	Establish baseline data	Maintain or increase the number of CASES seniors who complete the community college matriculation process.	Maintain or increase the number of CAES seniors who complete the community college matriculation process.
Number of School Placement changes	No prior data. To be established in 2017 - 18	Establish baseline data	Maintain or decrease number of school placement changes.	Maintain or decrease number of school placement changes.
Average number of days for records transfer, including partial credits	(2015 FYS EOY Report data)	Maintain or decrease average number of da	Maintain or decrease average number of da	Maintain or decrease average number of da
Average number of foster parents who attend monthly	8 (76 total–duplicated count)	Maintain or increase average number of foster parents who attend monthly workshops.	Maintain or increase average number of foster parents who attend monthly workshops.	Maintain or increase average number of foster parents who attend monthly workshops.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
foster parent workshops.				
Number of CAES foster youth monitored for attendance.	0	Increase number of CAES foster youth monitored for attendance.	Maintain or increase number of CAES foster youth monitored for attendance.	Maintain or increase number of CAES foster youth monitored for attendance.
FY Attendance Rate for CAES foster youth	No prior data - To Be Established in 2017 - 18	Establish baseline data	Increase number of CAES foster youth monitored for attendance.	Increase number of CAES foster youth monitored for attendance.
Number of AB490/AB167/Credit Policy Trainings	3	Maintain or increase number of Executive Advisory Council and other stakeholder meetings.	Maintain or increase number of Executive Advisory Council and other stakeholder meetings	Maintain or increase number of Executive Advisory Council and other stakeholder meetings
Number of stakeholder (Executive Advisory Council) meetings	8	Maintain or increase number of Executive Advisory Council and other stakeholder meetings.	Maintain or increase number of Executive Advisory Council and other stakeholder meetings.	Maintain or increase number of Executive Advisory Council and other stakeholder meetings.
Transfer of health and education records/health education passport	Follow all policies create d in Foster Focus Compact	Write new Interagency Agreement to establish new and updated Madera County protocols and procedures - target	Implement new protocols for transfer of records for all foster youth students	Implement new protocols for transfer of records for all foster youth students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		completion date - December 2017		
County-wide Expelled Youth Plan	Operate Career Alternative Education Services Department.to oversee plan that coordinates services to all Madera County Districts and Charter Schools	Revise plan for 2018 - 2021	implement Plan	Implement Plan

Goal 4 Action 1

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Foster Youth

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Foster Youth

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Inform foster youth about post-secondary options by conducting bi-monthly cohort meetings, providing opportunities for college/university campus visits and career exploration and independent living skills activities, providing individual counseling services to independent study and charter school foster youth, and collaborating with local LEAs to develop a county post - secondary preparation resource guide.	Principal Counselors Teachers 1.	2. Foster Youth Services meets bimonthly with students 3. Provide at 5 college/university visits during the school year 4. Counselor will meet with CAES foster youth and review the credit evaluation 5. Inform students as to 6. activities and opportunities available 7. 3. Develop and maintain Resource Guide 8. 5. Review options for school	4.1 $92,100 138,300 $6,000 Foster Youth Salaries & Benefits Services & Travel Supplies

Goal 4 Action 2

For Supplemental Actions/Services:

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
Foster Youth	Foster Youth

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

New

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Assist students in completing the FAFSA by the March 2 deadline by conducting two student, workshops, following up with individual students to ensure the process is complete and facilitating the development of a mechanism for tracking FAFSA completions.	Principal Counselors Teachers	1. Schedule two FAFSA workshops prior to March 2 2. Schedule individual FAFSA completion appointments with students 3. Create a list of students who have completed FAFSA 4. Access WebGrants, administered by the Student Aid Commission, to keep track of student FAFSA submissions and award status	4.1 $92,100 $138,300 $6,000 Foster Youth Salaries & Benefits (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies (Inc in 4.1)

Goal 4 Action 3

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Foster Youth

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Foster Youth

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

New

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Assist students in completing the community college matriculation process by conducting a community college overview workshop, scheduling and implementing matriculation workshop dates for the on-line application and orientation, facilitating an assessment preparation workshop and two assessment test dates, facilitating an advisory day at Madera Center to develop the student Education Plan, following up with individual students and ensuring a connection to a community college foster youth program; gather base line data.	Principal Counselors Teachers	1. Conduct a community college overview workshop 2. Schedule and implement matriculation workshop dates for the on-line application and orientation 3. Facilitating an assessment preparation workshop and two assessment test dates 4. Facilitate an advisory day at Madera Center to develop the student Education Plan 5. Follow up with individual students 7. Ensure a connection to a community college foster youth program 8. Gather base line data.	4.1 $92,100 $138,300 $6,000 Foster Youth Salaries & Benefits (Inc in 4.1)

Goal 4 Action 4

For Supplemental Actions/Services:

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
Foster Youth	Foster Youth

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Ensure school stability, immediate enrollment and transfer of credits received for newly enrolled independent study and charter school foster youth by developing and implementing a MCSOS FYS board policy aimed at providing guidance regarding stability, enrollment and credits, coordinating the development of a county-wide interagency agreement of foster youth support services are upheld, maintaining or increasing the number of AB490/AB167 and credit policy agreement of foster youth support services, increasing AB490/AB167 and credit policy trainings, teaching foster youth to self - advocate by understanding how to read and analyze their school transcript, and continuing to facilitate the collaboration with DSS, school districts, and other stakeholders to minimize school changes.(Executive Advisory Council)	Principal Counselors Teachers	1. Develop and implement MCSOS FYS board policy aimed at providing guidance regarding stability, enrollment and credits 2. Coordinate the development of a county-wide interagency agreement of foster youth support services 3. Maintain or increase the number of AB490/AB167 and credit policy agreement of foster youth support services, increasing AB490/AB167 and credit policy trainings, teaching foster youth to self - advocate by understanding how to read and analyze their school transcript 4. Continuing to facilitate the collaboration with DSS, school districts, and other stakeholders to minimize school changes (Executive Advisory Council)	4.1 $92,100 $138,300 $6,000 Foster Youth Salaries & Bene (Inc in 4.1) Services & Travel (Inc n 4.1) Supplies (Inc in 4.1)

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

New

Goal 4 Action 5

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Foster Youth

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Foster Youth

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

New

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Provide educational counseling and monitoring for the educational success of foster youth by developing policy and procedures for foster youth enrollment, completing a post - secondary school plan and academic evaluation with every foster youth upon enrollment, for 11th and 12th grade students, conduct an AB167 evaluation, bi - weekly progress checks, and post-secondary option information.	Principal Counselors Teachers	1. Develop policies and procedures to ensure foster youth are immediately enrolled, receive credits earned, including partial credits, and, if in 11th or 12th grade, get screened for AB167. 2. Ensure that all 11th and 12th grade foster youth meet with the school counselor to review credit evaluation and obtain information about post-secondary opportunities. 3. Conduct weekly academic progress check for 11th and 12th grade foster youth.	$92,100 $138,300 $ 6,000 Foster Youth Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies (Inc in 4.1)

Goal 4 Action 6

For Supplemental Actions/Services:

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
Foster Youth	Foster Youth

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

New

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Ensure the coordination of educational services for foster youth by facilitating the monthly Madera County Foster Youth Executive Advisory Council which includes LEAs, Department of Social Services, Probation, and other community stakeholders. Obtain feedback from stakeholders for the planning and development of capacity building training opportunities	Principal Counselors Teachers	1. Facilitate monthly Foster Youth Executive Advisory Council meetings; identify additional stakeholders to participate 2. Facilitate county-wide stakeholder participation in professional development opportunities; develop and provide professional development opportunities regarding AB490, AB167 and other legislation and areas relevant to foster youth. 3. Brainstorm and schedule training opportunities	4.1 $92,100 $138,300 $6,000 Foster Youth Salaries & Benefits (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies (Inc in 4.1)

Goal 4 Action 7

For Supplemental Actions/Services:

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
Foster Youth	Foster Youth

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Inform foster parents about the unique needs of foster youth through the coordination of a monthly foster parent workshop series, coordinating remote access to workshops, developing a foster parent support group as a supplement to foster parent workshops, and through the coordination of a county- foster parent outreach plan.	Principal Counselors Teachers	1. Identify training needs of foster parents. 2. Develop and facilitate monthly foster parent workshops. 3. Work with MCSOS IT to arrange remote access to Foster Parent Trainings. 4. Develop a foster parent Support Group. 5. Develop and coordinate a countywide foster parent outreach plan.	4.1 $92,100 $138,300 $6,000 Foster Youth Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies (Inc in 4.1)

Goal 4 Action 8

For Supplemental Actions/Services:

Students to be Served:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Foster Youth

Scope of Service:
(Select from Schoolwide or Limited to Indicated Student Group(s)):

Foster Youth

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

New

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Develop a process for the continuous monitoring of students' attendance; begin monitoring foster youth in 11th and 12th grade; gather baseline data.	Principal Counselors Teachers IAs	1. Track student attendance of Foster Youth through Power School 2. Collaborate with teachers and other school staff to track student attendance.	4.1 $92,100 $138,300 $6,000 Foster Youth Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies (Inc in 4.1)

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[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Teacher 100% to provide class size reduction	July 1, 2017 June 30, 2018		$117,543	Title I, D funds
Teacher 40% --10% counseling --30% electives	July 1, 2017 June 30, 2018		$ 34,448	Title I, D funds
Teacher 10% to provide counseling	July 1, 2017 June 30, 2018		$10,266	Title I, D funds
Counselor 20%	July 1, 2017 June 30, 2018		$24,457	Title I, D funds
Counselor 15%	July 1, 2017 June 30, 2018		$16,853	Title I, D funds
Instructional Assistant 100%	July 1, 2017 June 30, 2018		$47,136	Title I, D funds
Substitute Teachers	July 1, 2017 June 30, 2018		$2,749	Title I, D funds

2 List the date an action will be taken, or will begin, and the date it will be completed.

Supplies and Travel	July 1, 2017 June 30, 2018		$11,415	Title I, D funds
Subtotal	$ 264,867			
Indirect Costs	$25,348			

Total	$ 290,215

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, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc

Of the four following options, please select the one that describes this school site.

Select from:
This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
This site operates a SWP but does not consolidate its funds as part of operating a SWP.
This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs -- *From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.*

None of the following programs are available at PTC currently.

California School Age Families Education (Carryover only) *Purpose: Assist expectant and parenting students to succeed in school.*

Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) *Purpose: Help educationally disadvantaged students succeed in the regular program.*

Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) *Purpose: Develop fluency in English and academic proficiency of English learners.*

Peer Assistance and Review (Carryover only) *Purpose: Assist teachers through coaching and mentoring*

Professional Development Block Grant (Carryover only) *Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.*

School Safety and Violence Prevention Act (Carryover only) *Purpose: Increase school safety.*

List and Describe Other State or Local Funds *(e.g., Career and Technical Education [CTE], etc.).*

Program (from above)	Allocation	Is it consolidated in the SWP?
Not Applicable	0	na
Not applicable	0	na
Not applicable	0	na
Total amount of state categorical funds allocated to this school.	$0	

Federal Programs -- *From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.*

Title I, Part A: Allocation *Purpose: To improve basic programs operated by local educational agencies (LEAs).*

Title I, Part A: Parental Involvement *(if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act)* ***Purpose****: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).*

Title II, Part A: Improving Teacher Quality *Purpose: Improve and increase the number of highly qualified teachers and principals.*

Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students *Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards.* ***(Title III funds may not be consolidated as part of a SWP[3])*** ***Title VI, Part B: Rural Education Achievement Program*** *Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.* ***For School Improvement Schools only: School Improvement Grant (SIG)*** *Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.* ***Other federal funds*** *(list and describe). Create a new row for each separate program.*		
Program (from above)	**Allocation**	**Is it consolidated in the SWP?**
Title II, Part A	$523	NO
Total amount of federal categorical funds allocated to this school.	$523	
Total amount of state and federal categorical funds allocated to this school.	$523	

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: **NA**

Select from:
English Learner Advisory Committee (required if school has more than 20 English Learners enrolled)
State Compensatory Education Advisory Committee

3 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.

Special Education Advisory Committee Gifted and Talented Education Advisory Committee Compensatory Education Advisory Committee Departmental Advisory Committee Other committees established by the school or district (list)	
Not applicable at this time	[Signature of authorized person]

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

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

6. This SPSA was adopted by the SSC at a public meeting on: April 23, 2018.

Attested:

Leslie Neumeier	Leslie Neumeier	4/19/2018
Typed name of School Principal	Signature of School Principal	Date
Elizabeth Rodriguez	Elizabeth Rodriguez	4/19/2018
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

ADDENDUM

The SPSA Template

This SPSA template was adapted from the CDE SPSA Template, and the SBE-approved LCAP Template, and designed to meet the content requirements of *EC* Section 64001 for a Single Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the ConApp, and any programs the SSC decides to include.[4] Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state and local data.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.
5. Be consistent with federally required LEA plans, and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the ConApp in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

Legal Specifics for the SPSA

EC Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process.[5]

EC Section 64001 establishes the following specifics for school plans:

1. School districts must assure that SSCs have developed and approved the SPSA for schools participating in programs funded through the ConApp process and any other school program they choose to include.[6]
2. The SSC must annually review and update the plan, including proposed expenditures of funds allocated to the school through the ConApp.[7]
3. School goals must be based upon an analysis of verifiable state data (California School Dashboard), and may include any data voluntarily developed by districts to measure student achievement.[8]
4. The content of the plan must be aligned with school goals for improving student achievement.[9]

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4 See Form C: Programs Included in this Plan. For information on programs in which your school participates, consult your district office.
5 *EC* Section 64001(g)
6 *EC* Section 64001(a)
7 *EC* Section 64001(g)
8 *EC* Section 64001(f)
9 *EC* Section 64001(f)

5. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
6. The SPSA must address how ConApp funds will be used to improve the academic performance of all students.
7. The SPSA must align with the LEA Plan and be submitted for approval to the LEA governing board. The board may return it to the SSC for revisions, as deemed necessary.[10]
8. The SPSA must be reviewed and approved by the governing board of the LEA whenever there are material changes that affect the academic programs funded through the ConApp.[11]

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix A: Chart of Requirements for the SPSA lists the content for school plans required by state and federal programs operated at the school.)

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA Form C, “Programs Included in This Plan.”
4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.
6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate effectiveness of the implementation.

By following the Seven Steps for Developing the SPSA described in detail in Part I of the CDE “Guide for Developing the Single Plan for Student Achievement,” [12] the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

- **Goals, Actions, and Services** — develops school goals, expected outcomes, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data. Please note that for each funded goal or activity, a specific amount must be itemized for each funding source.

10 *EC* Section 64001(h)
11 *EC* Section 64001(g)

12 https://www.cde.ca.gov/sp/sw/t1/singleplan.asp

- **Centralized Services for Planned Improvement in Student Performance** — identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC approval in order for these funds to be used for centralized services. The total amounts for each program listed in Form B must align with the amounts listed in the district's ConApp.
- **Programs Included in This Plan** — lists the state and federal categorical programs in which the school participates and, when applicable, allocations to the school. The totals and amounts listed in these pages should match the allocations to the school from the district's ConApp.
- **SSC Membership** — indicates the membership of the SSC to document its composition.
- **Recommendations and Assurances** — completes the SPSA for submission to the district governing board for approval.
- **Budget Summary** — is a tool to help the SSC project costs and align resources with "Goals, Actions, and Services," "Centralized Services," "Programs Included in This Plan," and the ConApp.
- **Annual Evaluation and Analysis** — is a tool to help the SSC evaluate the effectiveness of its SPSA.

Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Plan Summary

The SPSA is intended to reflect a school's annual goals, actions, services and expenditures within a three-year planning cycle, and to be aligned with the district's LCAP. The plan summary provides stakeholders with a brief description of the essential elements of the school's plan.

When developing the SPSA, enter the appropriate SPSA year, and address the prompts provided in these sections. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year and replace the previous summary information with information relevant to the current year SPSA.

In this section, briefly address the prompts provided. These prompts are not limits. Schools may include information regarding local program(s), community demographics, and the overall vision of the school. **Schools MUST include information regarding actions and/or services funded by ConApp allocations.** Schools may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures. Attached documents and charts should be accessible to readers with disabilities.

A school may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

Budget Summary

The school must complete the SPSA Budget Summary table as follows:

Actions/Services Funded by ConApp Allocations

The following fiscal practices apply to the use of funds generated through the ConApp:

The state fiscal year is the period from July 1 to June 30. Funds not spent during this period become "carryover funds," to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

The federal fiscal year is the period from October 1 through September 30. However, districts are allowed to expend federal funds beginning the previous July 1. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than $50,000. A waiver of this restriction may be requested from the CDE once every three years.

Eighty-five percent of the funds from certain programs must be used for direct educational services at schools. This requirement applies to:

- Title I, Part A, Improving Basic Programs

Up to 15 percent may be spent for administrative costs (including indirect costs) incurred at the school and district office in support of these programs.

Required District Reservations from the Title I, Part A, Basic Grant Program:

- Parent Involvement (one percent minimum if the LEA receives more than $500,000 in its Title I, Part A entitlement).
- Equitable Services to Private Schools.
- Homeless Services.
- Neglected and Delinquent Children.
- Choice-related Transportation: LEAs that have students continuing participation in Choice begun under NCLB, must set aside Title I, Part A funds for Choice-related transportation until the student completes the highest grade in the school.

Funds received through the ConApp must be used to reach school goals for improving the academic performance of all students to the level of proficiency or better on state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

Total ConApp Allocation Expenditures for SPSA Year

This amount should match the total of ConApp allocations to the school for the SPSA year, plus any carryover from the prior year.

Annual Evaluation and Needs Assessment

The planned goals, expected outcomes, actions/services, and budgeted expenditures should be copied verbatim from the previous year's* Governing Board-approved SPSA; in addition, list the state and/or local priorities addressed by the planned goals.

* For example, for SPSA year 2018/19, review the goals in the 2017/18 LCAP. Moving forward, review the goals from the most recent SPSA year.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Evaluate the implementation of each action/service to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Evaluate the effectiveness of each action/service to achieve the articulated goal as measured by the school. Which of them worked, and which did not? What data demonstrate the effectiveness?
- Explain material differences between Budgeted Expenditures for categorical funds and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this evaluation and analysis of the data provided in the California School Dashboard, other local measures, and SSC or other stakeholder input. Identify where those changes can be found in the SPSA.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF and ESSA, is critical to the development of the SPSA and the budget process. *EC* Section 64001 outlines the requirements for stakeholder participation, and that the SPSA must be developed and approved by the School Site Council. It is recommended that schools consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The SPSA should be shared with, and input provided to the LEA to facilitate alignment between school-site and district-level goals and actions. A school may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. When developing the SPSA, enter the appropriate SPSA year, and describe the stakeholder engagement process used to develop the LCAP and Annual Evaluation. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year, replace the previous stakeholder narrative(s,) and describe the stakeholder engagement process used to develop the current year SPSA and Annual Evaluation.

Describe the process used to consult with the School Site Council and other advisory groups, as appropriate, to inform the development of the SPSA and the Annual Evaluation for the indicated SPSA year.

Describe how the consultation process impacted the development of the SPSA and Annual Evaluation for the indicated SPSA year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

Schools must include a description of the annual goals to be achieved to close achievement gaps and enable students to meet the state's challenging academic standards and the eight state priorities. A school may also include additional local priorities. This section shall also include a description of the specific planned actions a school will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

New, Modified, Unchanged

As part of the SPSA development process, which includes the Annual Evaluation/Needs Assessment and Stakeholder Engagement/Needs Assessment, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current SPSA year or future SPSA years are new, modified or unchanged from the previous year's plan.

Goal

State the goal. Schools may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed.

For close alignment to the LEA's LCAP, the goal will usually be a restatement or close version of the LEA goal.

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The SPSA will usually include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities. One goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs should be based on quantitative or qualitative information, including, but not limited to, results of the Annual Evaluation process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each SPSA year, identify the metric(s) or indicator(s) that the school will use to track progress toward the expected outcomes. Schools may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the SPSA for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the SPSA year immediately preceding the three-year plan, as applicable. The baseline data should remain unchanged throughout the three-year SPSA. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the SPSA. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, and, minimally, use the applicable required metrics for the related state priorities, in each SPSA year as applicable to the type of school.

Planned Actions/Services

For Supplemental Actions/Services **(those funded by ConApp allocation funds):**

Students to be Served

For any action/service funded by the school's ConApp allocations in order to close achievement gaps and meet the state's academic standards, the school should identify the student group(s) being served.

Scope of Service

For each action/service funded by the school's ConApp allocations in order to close achievement gaps and meet the state's academic standards, identify the scope of service by indicating "Schoolwide", or "Limited to Indicated Student Group(s)". The school should identify one of the following two options:

- If the action/service is funded by the school's ConApp allocation and is provided as part of a Title I Schoolwide Program, enter "schoolwide".
- If the action/service is funded by the school's ConApp allocation and is provided as part of a Title I Targeted Assistance Program, enter "Limited to Indicated Student Group(s)".

For Actions/Services not funded by ConApp allocation funds, these boxes do not need to be included.

Actions/Services

For the current SPSA year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal should be grouped together. Schools may number the action/service using the "Action #" box for ease of reference. Actions will often be adapted from the LEA's LCAP for the same goal.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added to meet the articulated goal since the prior year's SPSA.
- Enter "Modified Action" if the action/service has been changed or modified in any way from the prior year's SPSA.
- Enter "Unchanged Action" if the action/service has not been changed or modified in any way from the prior year's SPSA.

Person(s) Responsible

For the actions to be performed and services provided to meet the described goal, describe the person or persons responsible for completing the associated tasks and monitoring implementation of the action/service. The school principal will bear complete or share responsibility for almost all tasks.

Task(s) and Timelines

To facilitate completion of the actions to be performed and services provided to meet the described goal, the action/service may be broken-down into associated tasks. Describe those tasks to implement the action/service and the timeline for completion.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures to implement these actions, and the fund sources for each proposed expenditure.

Expenditures that are included more than once in an SPSA should be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the SPSA.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

1) How have the actions/services addressed the needs of identified groups of pupils, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
2) How have the actions/services addressed the needs of all pupils in the school, and did the provisions of those services result in the desired outcomes?
3) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
4) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SPSA as a result of the review of progress and assessment of the effectiveness of the actions and services?
5) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have the School Site Council (SSC), English Learner Advisory Committee (ELAC), if applicable and other stakeholder groups been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the school to inform the SPSA goal setting process? How was the information made available?
4) What changes, if any, were made in the SPSA prior to adoption as a result of feedback received by the school through any of the its engagement processes?
5) What specific actions were taken to meet requirements for SSC engagement pursuant to *EC* 52812 (a) through (e) and 64001(a) and (g), and, as applicable, ELAC engagement pursuant to *EC* 52176 (b) and (c)?
6) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the school goals and state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the school's goal(s) to address state priorities for Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?
3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?
4) What are the school's goal(s) to address any locally-identified priorities?
5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for student groups experiencing performance gaps?
10) **What ConApp Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
11) **How do these actions/services link to identified goals and expected measurable outcomes?**
12) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

Adapted, March, 2018, from the LCAP prepared by the California Department of Education, October 2016

SPSA Year

2017-2018

Single Plan for Student Achievement (SPSA) and Annual Evaluation Template

Addendum: Regulatory requirements and general instructions.

Appendix A: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Pioneer Technical Center	Brett Salinas Principal	bsalinas@mcsos.org 559-664-1600

2017-20 Plan Summary

The Story

Describe the students and community and how the school serves them.

Pioneer Technical Center (PTC) is a unique charter school, authorized by the Madera County Superintendent of Schools and serves high school students in grades 9 through 12. The school, located in the city of Madera, has maintained its accreditation by the Western Association of Schools and Colleges since its first year of operation. A second site opened in August 2014 in the city of Chowchilla and currently has an enrollment of 65 students. The student body at PTC and PTC Chowchilla consists of seat-time, blended learning model, and independent study. This approach allows for the incorporation of instruction in core academic courses and a choice of an occupational program in one of at least three career strands. The Fresno County Regional Occupational Program has historically approved the occupational curriculum. Building Trades has been one of the most popular career programs, while Criminal Justice and Child Development also draw many students.

PTC and PTC Chowchilla serve a high-risk student population traditionally enrolled in programs provided by Madera County Superintendent of Schools. While the program is open to all students, the target population consists of educationally disadvantaged students, many of whom are behind in credits, not progressing academically on a traditional campus, have dropped out of school or are not expected to graduate with their class. We graduate approximately 98% of the students who enter PTC, with many being 5th year seniors. Attendance is the key to success; prior to enrolling at PTC, these students would go to school about 50% of the time. PTC's attendance is approximately 84%.

PTC opened its doors in 2002 with 24 students and currently enrolls 120 students, approximately 36% of whom are English Learners with Spanish being their first language. Based on the 2016-2017 data, the student body is 90% Hispanic, 5% White, and 5% African American and Native American. The majority of the families are in the "low socio - economic" subgroup, as 95% of our families qualify for the National Lunch Program. Approximately 9% of PTC students have identified special needs. The vast majority of these students enter the program with existing Individual Education Plans (IEPs) from other districts. Service delivery models include one on one instruction, small group, and whole classroom instruction utilizing special education staff to support student learning in an inclusive setting. Instructional strategies and actions/services are implemented to benefit all student groups.

During the 2014 - 2015 school year, PTC had their 3- year WASC review as a follow up to the 6- year accreditation.

PTC received outstanding feedback on their progress and continued action plan from the WASC review. PTC was the recipient of the California Schools Board Association Golden Bell Award for Invigorating High School. PTC continues to focus on diverse students who have not succeeded elsewhere. Many of our graduates have gone on to college, vocational schools, and are working in relevant careers.

PTC became a Title I Schoolwide Program (SWP), providing all students with Title I services.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The Pioneer Technical Center SPSA focuses on three major goals:

1. PTC students will achieve higher levels of learning to prepare them to be college and career ready. A focus will be on professional development for staff, support to EL students and a review of curriculum to address the needs of the PTC students.
2. PTC will provide resources and services to improve the social and emotional well-being of each student to provide a safe learning environment. PTC will provide counseling support, opportunities for student engagement and extensive support for foster youth in the program.
3. PTC will encourage greater stakeholder participation and input by developing meaningful relationships with parents and family. A focus will be on improving outreach and communication with parents to improve home to school collaboration.

Needs Assessment -- REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self - assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low - income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

As an alternative school, Pioneer Technical Center does not receive scores on the California Dashboard, however, there were several key areas of progress that can be noted. First, this school year the court and community school (formerly Enterprise Secondary School) was successfully merged with PTC while continuing to provide a safe and engaging learning environment that benefited all students.

A second area of progress was increased improvement of reclassification of EL students. This year four students were reclassified, after no reclassifications in the prior year. Although PTC still has many long-term English Learners (LTELs), a number of them have demonstrated proficient language abilities on the CELDT while working to meet the additional requirements for reclassification. Much of the progress was due to the institution of a stronger EL administrative program.

A third area of progress was PTC continued to maintain its high graduation rate for students, many of whom came to PTC behind on credits.

Lastly, PTC offered a strong career technical education pathway in building trades with participation in Manufacturing Day, solar panel installation, career skills competitions, and job placement.

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

While PTC does not receive CASSPP scores on the dashboard, the staff did review individual state testing scores and identified the need for improvement on core academic performance. While there was an improvement of 10% in ELA over 2015 scores were still far below state averages. Addressing these needs will be a priority in 2017-18. Furthermore, in 2017-18 PTC will review all curriculum and instructional strategies under the leadership of a teacher on special assignment administration, and the use of professional development staff training days with math and ELA consultants from Madera County Superintendent of Schools' Education Services department. The staff will also make use of formative assessments and train in the area of data to help guide instruction and make progress with student academic performance.

There is also a need to improve the EL program to increase reclassification. In 2017-18, PTC will undertake a re-writing of the EL Master Plan and will work on an alternative assessment tool to supplement CASSPP and the impact that the change to the CELDT (ELPAC) test will have on students.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

There is an achievement gap between the students at PTC and the county averages for academic performance. There are also gaps between several of the groups of students. The EL students at PTC scored lower than other similar groups of students. A teacher was placed on special assignment to focus on curriculum, testing, and other identified needs such as:

- School-wide curriculum review
- School - wide testing strategies, procedures, and administration
- Student attendance and credit reviews
- Staff professional development needs and training

SUPPLEMENTAL SERVICES

PTC is committed to providing a personal educational experience and a smaller learning environment with a low teacher to student ratio. Academic supports will also include opportunities for independent study and credit recovery to help students who are behind on credits to graduate. PTC provides individual academic advising and students have access to an academic counselor with a very low counselor to student case load. Students at PTC also have options to take online classes, credit recovery, and/or summer school in order to earn additional credits towards graduation.

PTC employs a part time EL coordinator and a designated teacher on special assignment to provide assistance in meeting the needs of English Learners. PTC will also be using training and support services from ELA, EL, and math consultants from Madera County Superintendent of Schools to address additional needs in the 2017-18 school year.

A strong support program exists for foster youth, which includes a designated PPS counselor who provides academic counseling and oversees workshops, career exploration, transportation, and child care options, as well as being a liaison with public health services.

BUDGET SUMMARY—2017-2018

Complete the table below. Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

DESCRIPTION	AMOUNT
Total School Con App Allocation for SPSA Year (Must match district).	$6,049.00
List Actions/Services Funded by Con App Allocations:	Professional Development
All funds are budgeted at the LEA Level. All Title I funds are expended for centralized Services.	Amount: $6,049.00 Source: Title II, B
Total School Con App Allocation Expenditures for SPSA Year	$ $6,049.00

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2016-17

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

Goal 1

PTC will provide every student with the opportunity for individual achievement that prepares them for success to enter college or be career ready after graduation.

State and/or Local Priorities addressed by this goal:

State Priorities: (1) Basic Services; (2) Implementation of State Standards; (4) Student Achievement;

(5) Student Engagement; (6) School Climate; (7) Access to Courses; (8) Other Student Outcomes

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Increase number of reclassified English learners (EL) students and provided focused EL professional development.	The number of reclassified students increased.
Continue dedicated professional development for the implementation of CCSS as evidenced by staff meeting agendas, professional development calendars, teacher workshops and developed CCSS lesson plans	Focused professional development was provided to all PTC staff. Professional development in areas of increasing student engagement and learning at higher levels was provided.
Increasing the percentage of students meeting or exceeding standard on student statewide assessments.	We were unable to determine because last year's data was unavailable.
Meet an 95% participation rate in the statewide assessments.	We exceeded 95% participation rate on statewide assessments.

Maintain or increase the number of students completing Career Technical Education (CTE) course offerings and meeting or exceeding standard	There was a slight decrease in students completing CTE courses due to a decrease in eligible student enrollment. However, all students at Pioneer Technical Center Chowchilla took CTE courses through Odysseyware.
Maintain seat-time percentage and decrease suspension rates since expulsions do not apply	Suspension rate increased slightly, potentially from issues arising from combing two schools (formerly Enterprise Secondary and Pioneer Technical schools.
Maintain or increase the number of diplomas awarded, which is a more appropriate measurable outcome than increased graduation rates, dropout rates of A-G courses based upon the student population served.	The number of diplomas awarded in 2016-17 decreased by two due to the decrease in enrollment. The overall number of diplomas earned was 55. As an alternative education school Pioneer Technical Center graduation rate is not measured as a state indicator on the dashboard.
Increase the number of students meeting or exceeding their goal for credit recovery. Based upon our student population served, Advanced Placement exams are not administered and there is currently no participation in the Early Assessment Program.	Data was not available on credit recovery goals.
Maintain 100% of teachers appropriately credentialed and assigned.	100% of teachers were appropriately credentialed and assigned.

ACTIONS / SERVICES

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Hire a part-time EL Coordinator to revise EL Master Plan, to assist with reclassification and to provide professional development opportunities.	ACTUAL • An EL Coordinator was hired to revise the EL Master Plan and assist in the reclassification of EL students • The EL coordinator provided professional development in the area of EL students on 8/9/16, 10/31/16, and 3/ 10/17 • Multiple classroom visits were made to observe implementation of EL strategies • Feedback was given to teachers from classroom visits • ELA teacher feedback was used for possible reclassification of students	BUDGETED 1.005-1 Sal & Benefits $10,500 Sup & Con	ESTIMATED ACTUALS Sal & Benefits $11,500 Sup & Con

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Staff will work with new EL students to help them understand the results and importance of the CELDT test and to establish proficiency goals, leading to an increase number of reclassified EL students	ACTUAL • The staff worked with EL students to stress the importance of the CELDT test and the benefits of doing well • The number of reclassified EL students increased from the previous year where no students were reclassified. At PTC four students were reclassified; at PTC Chowchilla twelve students were identified as eligible for reclassification. However, no students were reclassified due to not meeting the complete criteria. Students will be closely supported and monitored.	BUDGETED 1.01-1 Salaries & Benefits $24,500 LCFF Supplemental	ESTIMATED ACTUAL Salaries & Benefits $24,500 LCFF Sup & Con

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Improve instructional strategies addressing EL's needs through professional development	ACTUAL • The entire staff participated in three Professional Development days • Multiple EL strategies were presented and modeled to easily incorporate into classes • Classroom observations by administration and EL Coordinator were provided for implementation of EL strategies	BUDGETED 1.02-1 Salaries & Benefits $134,500 LCFF Supplemental	ESTIMATED ACTUAL Salaries & Benefits $122,700 LCFF Sup & Con

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Offer afterschool tutoring in English and math four days a week, one additional hour per day (two teachers).	ACTUAL • Teachers made themselves available to tutor/assist students in math and English • Math tutoring was available 4 times a week • English tutoring was available at least twice a week	BUDGETED 1.03-1 Sal & Benefit $12,000 LCFF Base	ESTIMATED ACTUAL Sal & Benefits $12,000 LCFF Base

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue to maintain low student to teacher ratios in the classroom through master scheduling	ACTUAL A low student teacher ratio was maintained in the classrooms. The ratio never exceeded 14 to 1 at PTC and 17 to 1 at PTC Chowchilla.	BUDGETED 1.03.5-1 Sal & Benefits $469,244 LCFF Sal & Benefits $302,031 LCFF Sup & Con	ESTIMATED ACTUAL Sal & Benefits $469,244 LCFF Sal & Benefits $276,500 LCFF Sup & Con

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED All teachers at PTC will continue to develop curriculum and align lesson plans to Common Core State Standards. • Increase teacher collaboration time	ACTUAL • Staff meeting were held on reduced days and focused on increasing student engagement and achieving higher levels of learning • Professional Development was provided school-wide • Teachers accessed professional development offered through different organizations including Fresno County Office of Education, Cal State University Fresno, and Tulare County office of Education.	BUDGETED 1.04 - 1 Salaries & Benefits $771,287 LCFF Base & Sup (Inc. above)	ESTIMATED ACTUAL Sal & Benefit's $429,600 LCFF (Inc. above Sal & Benefits $276,500 LCFF Sup & Con (Inc. Above)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue dedicated professional development for the implementation for Common Core State Standards. • Increase teacher collaboration time	ACTUAL • Staff used existing instructional materials for common core implementation • Staff augmented lessons with technology and other resources • Staff participated in pair-teacher cross curricular lessons • The minimum day meetings were dedicated to professional development	BUDGETED 1.05 -1 Prof. Dev. $1,000 LCFF Base	ESTIMATED ACTUAL $700 LCFF Base

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Establish baselines of student achievement once cut points have been identified on statewide assessments.	ACTUAL Baselines were not established due to the lack of accessibility of data for alternative schools	BUDGETED 1.05.5 -1 Sal & Benefit & Software $13,703 LCFF Base Inc. Below	ESTIMATED ACTUAL Sal & Benefit & Software $13,700 LCFF Base Inc. Below

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Increase number of credits recovered by offering credit recovery opportunities within the master schedule, Odysseyware, independent study and afterschool classes.	ACTUAL • Credit recovery periods were built into the master schedule • Some students were able to graduate early, get back on track to graduate, or make up a significant number of credits • During the first semester, some students successfully made up credits through Odysseyware, an online program • In the second semester, credit recovery was provided through the use of textbooks	BUDGETED 1.06 -1 Sal & Benefit & Software $46,100 LCFF Base	ESTIMATED ACTUAL Sal & Benefit & Software $ 32,300 LCFF Base

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Increase the number of students completing CTE classes at proficient levels or above.	ACTUAL • CTE courses were offered online at PTC Chowchilla • ROP/CTE courses were offered at PTC through a seat time model in the areas of Construction, Child Development, and Criminal Justice	BUDGETED 1.07 -1 Sal & Benefit $112,500 LCFF Base (Inc. above)	ESTIMATED ACTUAL Sal & Benefit $102,900 LCFF Base Inc. above

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Prioritize effort to maintain current seat-time percentage and decrease suspension rate.	ACTUAL • The staff used multiple strategies to increase attendance and reduce suspensions. These included phone calls home by teachers and other staff, parent communication by email and occasional home visits. PTC also had a SARB process and collaborated with probation and other district offices to support student attendance and achievement. In addition, PTC offers incentive-based field trips, athletic teams, and positive behavior recognition activities to increase student engagement at school.	BUDGETED 1.08 -1 Sal & Benefit $905,358 LCFF Base (Inc. above)	ESTIMATED ACTUAL Sal & Benefit $429,600 LCFF Base $399,200 Sup Con (Inc. above) Sal & Benefit $52,900 LCFF Base $1,2901 Sup Con

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Examine student achievement data to address targeted areas of student needs	ACTUAL • Staff was presented with internal data on student behavior, attendance, and academic progress needs. • No state-wide data was available for alternative schools to be included in the California Dashboard	BUDGETED 1.09.5-1 Sal & Benefit $1800 LCFF	ESTIMATED ACTUAL Sal & Benefit $1800 LCFF

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Add additional technology either software and/or hardware. • Provide professional development to increase the use of effective instructional technology • Continue to offer online courses	ACTUAL • Teachers have access to interactive software/ whiteboards for use of technology • Professional development included effective strategies for technology • Online courses were offered through Odysseyware at PTC and PTC-Chowchilla	BUDGETED 1.10-1 Equip & Sup. $47,200 LCFF Base ($17,200 Inc. above)	ESTIMATED ACTUAL Equip & Supplies $20,600 LCFF Base ($15,000 Inc. above)

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Provide Support services for pregnant & parenting teens (P&PT), homeless and foster youth. 1. Provide tickets for public transportation 2. Provide child care 3. Provide nursing, psychological & counseling services	ACTUAL • Support services were offered for pregnant and parenting teens • A good working relationship with the public health department and other agencies in Madera has allowed P & PT to access services with minimal interruption to their education • Child care was provided	BUDGETED 1.11 -1 Contracted Services & Supplies $28,000 Supplemental	ESTIMATED ACTUAL Contracted Services & Supplies $37,900 LCFF Supplemental

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• Students were provided tickets for public transportation • Counselors from behavioral health services were on campus and available at least twice a week • Foster youth were provided with academic counseling services • Bimonthly cohort meetings called “College & Career Connection” meetings focused on learning about high school graduation requirements, post-secondary requirements (A-G classes), and learning about the four systems of higher education in CA – Community College, California State University, University of California, and Private/Independent Colleges and Universities • Students participated in career exploration activities–students complete a self–interest survey to determine interests and skills first. After taking the interest/skills survey, individual results were matched to careers that they may be interested in pursuing based on their self - interests. Students then learn about the pathway(s) that they need to take in order to reach that career goal. • Students participated in social- emotional discussions. Topics this year included: healthy relationships, on-line safety, bullying, identify safety/theft • Students participated in Financial Literacy monthly meetings focused on budgeting, the basics of credit, banking, and how to pay for college – including learning about scholarships, the FAFSA and the Chafee		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Grant in addition to Pell Grants, Cal Grants and fee waivers. • Workshops were provided on information pertinent to foster youth, such as: 1. AB 490 and other important things to know for school-aged children 2. IEP's – the special education process 3. Gang Awareness – things to look for in your own child 4. 4. The impact that trauma has on a child's behavior and strategies to manage the student's behavior at home – Two workshops on this topic		

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue to provide transportation to and from school for students related to safety concerns.	ACTUAL • Transportation was contracted through Madera Unified District to provide bussing to and from school • Tickets were provided for local public transportation	BUDGETED 1.12 -1 Contracted Services $11,300 LCFF Base	ESTIMATED ACTUAL Contracted Services $11,400 LCFF Base

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED For CTE courses add new components to connect students to the workforce.	ACTUAL • CTE course s continued to expand opportunities to the workforce for students • A new partnership with Parkwood Elementary School has given students an opportunity to be reading buddies and assist teachers with preparing and carrying out lesson plans • In working with 4 C's construction company, two students were offered jobs with the company, despite being juniors in high school • Students to work during the summer, and be extended full - time employment upon graduation • Existing partnerships have grown and more residential solar panel installations through GRID.	BUDGETED 1.13 -1 Salaries & Benefits $60,000 LCFF Base	ESTIMATED ACTUAL Salaries & Benefits $68,600 LCFF Base

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue to take students on fieldtrips for educational purposes and connecting	ACTUAL • Multiple field trips provided students more opportunities to develop and connecting	BUDGETED	ESTIMATED ACTUAL

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students to the school; including sports programs.	students to the school; including sports programs a sense of teamwork and collaboration • Students were taken on a variety of sporting events to promote healthy choices and exercise • Students had a choice to play on multiple sports teams that included soccer, basketball, football, volleyball, arm wrestling, and softball • Through one of the CTE pathways, students were taken to Chowchilla Preschool Program Reagan and Stephens State Preschool • Students were taken to visit a state university and junior college campuses to encourage them continue their education after graduation • Students were taken to Manufacturing Day and the Career Tech Expo to showcase the many opportunities available to them in the community after graduation • The field trip for Making the Grade in Fresno encouraged students to work hard in school and to live healthy lives through diet and exercise • • Field trips to the zoo, San Joaquin River Conservation, and the aquarium encouraged students to conserve and protect the earth, as it greatly affects wildlife.	1.14 -1 Services & Supplies $5,000 LCFF Base	Services & Supplies $2,300 LCFF Base

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Allow teachers time to plan cross-curricular projects aligned to common core standards. • Increase teacher collaboration time	ACTUAL • Time was incorporated into early release days to allow for teacher collaboration and planning of cross-curricular lessons • Teachers had paid time beyond the 6 periods taught to prepare common core aligned lessons. • Teachers participated in pair-teacher cross curricular lessons	BUDGETED 1.16 -1 Sal & Benefit $893,303 LCFF Base Inc. above	ESTIMATED ACTUAL Sal & Benefit $817,800 LCFF Base Inc. above

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Develop an on-campus responsibility center and a resource position to assist with student behavior	ACTUAL • PTC was unable to hire a full-time resource position. As a result, the responsibility center was included in teachers' schedules for the master schedule and maintained by current teachers to maximize instruction time by minimizing student distractions	BUDGETED 1.17 -1 Salaries & Benefits $32,000 LCFF Base	ESTIMATED ACTUAL Salaries & Benefits $25,100 LCFF Base

EVALUATION

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Pioneer Technical Center students were provided an academic program that addressed needs in Career Technical Education and College and Career readiness. The Career Technical Education seat-time program included classes in Child Development, Criminal Justice, and Building Trades. In addition, Career Technical Education courses were offered through the use of Odysseyware (on-line curriculum). The core curriculum classes were based on Common Core curriculum and included the use of technology through Chromebooks and/ or iPads in the classroom. This year an EL coordinator was hired to work with PTC students, assist in preparation for the CELDT test, and provide professional development. Tutoring was offered afterschool in ELA and Math and credit recovery options were offered for students who were behind in credits. Student success was supported with academic counseling, college visits, athletic competitions and other extended learning opportunities. Multiple programs were offered to support foster youth and homeless students through a designated foster youth counselor and in collaboration with behavioral health services. Staff received professional development on reduced days and focused on EL, Common Core, and the use of technology. Additionally, staff was encouraged and supported to access professional development to improve their teaching strategies and methods.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

NA

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Goal 2

PTC will nurture students to become committed, caring and connected.

State and/or Local Priorities addressed by this goal:

State Priorities: (1) Basic Services, (3) Parental Involvement, (5) Student Engagement, (6) School Climate, (7) Access to Courses

Local Priorities

Annual Measureable Outcomes

Expected	Actual
1. Increase daily attendance rates and seat time percentage	1. Our daily attendance rates and seat time percentages dropped from 88.6% to 83.4% due to the decrease in enrollment
2. Maintain or increase the number of diplomas awarded which is a more appropriate measurable outcome than increased graduation rates, dropout rates or A-G courses based upon the student population served	2. The total number of diplomas decreased from 57 to 55 due to the decrease in enrollment
3. Decrease in and out of school suspension rates based upon established baseline since expulsions do not apply	3. We had an increase in suspension rates. This increase was due to the merging of the alternative education and expelled youth school with PTC.
4. Increase number of students participating in student events	4. Field trips, vocational experiences, and athletic events were offered. However, we had not kept track of prior data to know if the number of students increased.
5. Increase the number of students participating in the Parenting Teen Conference	5. This year fewer students participated in the Pregnant and Parenting Teen Conference
6. Faster completion of maintenance requests to provide a safe school environment	6. Madera County Facilities and Maintenance department maintained the reports, repairs, and updated the Facilities Inspection Tool (FIT)
7. Conduct four PRIDE (Positive, Responsible, Invested, Driven, Equal) boosters throughout the school year	7. Four PRIDE boosters were conducted throughout the school year

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Staff to increase the number of activities for students to participate in–school functions and extracurricular activities and sports	ACTUAL • There was an increase in the number of academic and athletic activities for student participation throughout the year • PTC students participated in the sports league in Merced County and Fresno with multiple opportunities to be involved • Several staff planned field trips, allowing more students to attend at least one • Reading buddies with an elementary school proved to be a positive experience for all students involved • Campus visits were taken to: Columbia College, CSU Monterey Ba y, CS U Bakersfield, CSU Stanislaus, and CSU Fresno • Foster Youth participated in cooking and nutrition classes focused on shopping for and cooking healthy meals on a budget; enrichment activities included participation in a STEM Conference for girls, participation in a week-long Summer River Camp, as well as summer cohort me	BUDGETED 2.01 -1 Contracted Services $5,000 LCFF Base Inc. above	ESTIMATED ACTUAL Contracted Services $3,300 LCFF Base Inc. above

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Develop and implement additional elective courses of interest to students.	ACTUAL • An introduction to construction course and two first responder courses were added to allow students to select the best CTE pathway course for them • A photography class was offered to all interested students.	BUDGETED 2.02 -1 Salaries & Benefits $61,879 LCFF Base Inc. above	ESTIMATED ACTUAL Salaries & Benefits $61,900 LCFF Base Inc. above

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Provide transportation for student safety as needed	ACTUAL Students were given bus tickets when necessary to be used for local transportation	BUDGETED 2.03-1 Contracted Services $500 Inc. above LCFF Base	ESTIMATED ACTUAL Contracted Services $50 Inc. above LCFF Base

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Provide additional support services for pregnant and parenting teens (P&PT), homeless, and foster youth • Provide tickets for public transportation to and from school • Provide educational curriculum on communicating with and caring for your child, providing good nutrition for your child, appropriate discipline for your child, etc. • Provide psychological & counseling services	ACTUAL • Support services were offered for pregnant and parenting teens • Good working relationships with the public health department and other agencies in Madera allowed P&PT to access services with minimal interruption to their education • Child care was provided for students attending the seat time program at PTC • Students were provided tickets for local public transportation • Counselors from behavioral health services were on campus and available a minimum of twice a week • Educational curriculum was provided on communicating with and caring for your child, providing good nutrition for your child, appropriate discipline for your child, etc.	BUDGETED 2.04-1 Contracted Services & Supplies $25,300 Inc. above LCFF Supplemental	ESTIMATED ACTUAL Contracted Services & Supplies $24,800 Inc. above LCFF Supplemental

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Refer students to services such as mental health, family, and alcohol and other drug counseling	ACTUAL • A referral list was maintained to make appropriate referrals for students • Offices were provided to outside agencies to come on site to offer services to students • Probation officers were provided with an office on campus to facilitate referrals • Juvenile probation department oversaw court day school in collaboration with other agencies	BUDGETED 2.05-1 Salaries/Benefits $202,000 Inc. above LCFF Base	ESTIMATED ACTUAL Salaries/Benefits $133,500 Inc. above LCFF Base

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Design and implement a teacher/student mentorship program	ACTUAL We currently have a design for a mentorship program. However, the program was not implemented this year due to changing of staff.	BUDGETED 2.06-1 Services & Supplies $13,700 LCFF Base Inc. above	ESTIMATED ACTUAL Salaries & Benefits $13,000 LCFF Base Inc. above

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Enhance positive behavior programs, anti-bullying programs, and awards/incentives programs	ACTUAL • The staff continued to promote positive behaviors by acknowledging and rewarding students • Throughout the year, students were rewarded for positive behaviors that occurred on campus and in the community • PRIDE assemblies highlighted the great work students have done, and promote d their positive behaviors to fellow peers • The entire school community participated in a school-wide competition to collect aluminum tabs to benefit Valley Children's Hospital of Central California	BUDGETED 2.07 -1 Sal & Benefits and Supplies $27,600 LCFF Base ($26,100 Inc. above)	ESTIMATED ACTUAL Services & Supplies $100 LCFF Supplemental Sal & Benefits and Supplies $26,100 LCFF Base (Inc. above)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Facilities and maintenance: • Maintain the facilities repairs status report • Update and maintain annual facilities inspection	ACTUAL • Madera County Office of Education Facilities and Maintenance department maintained the reports and repairs • Madera County Facilities and Maintenance department maintained the reports	BUDGETED 2.06-1 2.08 -1 Contracted Services $1,000 LCFF Base	ESTIMATED ACTUAL Salaries & Benefits $13,000 LCFF Base Inc. above

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Provide support services for homeless/foster students such as: haircuts, hygiene products, clothing, and transportation.	ACTUAL • Students were given bus tickets when necessary to use for local public transportation system • Homeless students were provided hygiene products and clothing as needed.	BUDGETED 2.09 -1 Services & Supplies $2,000 Supplemental	ESTIMATED ACTUAL Services & Supplies $500 Supplemental

EVALUATION

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

The staff at PTC has many programs in place to promote a committed, caring, and connected environment for students. Services for homeless and foster youth are provided in numerous areas, under the direction of administration, a school counselor (PPS) who also serves as the county liaison for foster youth students and regional activities. PTC has a trained counseling staff, with a full counselor committed to PTC for three days a week and a designated school counselor for foster youth students.

The school has bus services for transportation in an agreement with Madera Unified School District and tickets for local public transportation to make sure students have safe access to and from school. School staff work closely with Madera County Juvenile Probation department to collaborate with support for students on probation. The staff does offer many extended learning opportunities to engage students in school. These activities included field trips, athletic events, regional workshops, and college visits.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

There was a drop-in attendance rates and seat time percent, as well as an increase in suspensions. While the incorporation of Enterprise Secondary School went very well, some of the declines above may be a result of the changes to the school population and culture with the addition of students from an alternative and expelled youth program.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

NA

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

The move to a new facility in 2017-18 has the potential to improve collaboration with counseling and other agencies such as Juvenile Probation due to a much closer proximity. The administration of PTC will need to evaluate the new school site needs for supervision and safety once the 2017-18 school year begins. The program at PTC in Chowchilla will continue to monitor student enrollment and progress to ensure the safety of the students is not compromised due to an increase in enrollment.

Goal 3

PTC will provide high quality instruction to students by highly qualified staff.

State and/or Local Priorities addressed by this goal:

State Priorities: (1) Basic Services, (2) Implementation of State Standards, (4) Student Achievement, (5) Student Engagement, (6) School Climate, (7) Access to Courses, (8) Other Student Outcomes

Local Priorities

Annual Measurable Outcomes

Expected	Actual
Teachers will participate in a VPSS-type certification to become highly qualified as necessary.	Although VPSS no longer applies, teachers were credentialed
Qualifying teachers will enter and complete Beginning Teacher Support and Assessment (BTSA)	One teachers are in the process of completing BTSA
Provide CCSS training opportunities and other staff development opportunities	There were various trainings, staff development opportunities, and teacher collaborations to successfully implement CCSS for all students

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Recruit and retain highly qualified teachers including participation in VPSS-type certification	ACTUAL All teachers were retained this year and no new teachers were hired due to the combination of Enterprise Secondary School and PTC	BUDGETED 3.01 - 1 Sal & Benefits and Supplies $469,244 LCFF Base (Inc. Above) $436, 026 Sup Con (Inc. above) $400 LCFF Base	ESTIMATED ACTUAL Sal & Benefits and Supplies $429,600 LCFF Base (Inc. Above) $ 399,200 Sup Con (Inc. above) $800 LCFF Base

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Provide BTSA support for all teachers who need the service.	ACTUAL BTSA support was provided for teachers where it was necessary.	BUDGETED 3.02 -1 Sal & Benefits $990,100 $989,100 Inc. above LCFF Base	ESTIMATED ACTUAL Sal & Benefits $941,600 Inc. above LCFF Base

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue to provide dedicated professional development for the implementation of CCSS and other staff development for applicable subject matters. Allow teachers to have collaboration time to work with each other.	ACTUAL • There were various trainings, staff development and teacher collaboration opportunities to implement CCSS for all students • Teachers participated in weekly staff meeting s that focused on various teaching strategies	BUDGETED 3.03 -1 Sal & Benefits $994,100 and Prof. Dev. $989,100 Inc. above LCFF Base	ESTIMATED ACTUAL Sal & Benefits $ 940,700 Inc. above LCFF Base

EVALUATION

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

This year PTC merged with Enterprise Secondary School (ESS) and six staff were brought to PTC from the staff that was previously at ESS. One teacher received BTSA training this year and will have a clear credential in the Fall of 2017. Staff development was focused on implementing CCSS to all students. Designated staff meetings focused on various strategies to improve students' academic progress towards graduation and test scores on CAASPP.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

While credentialed staff taught all classes, a vacancy in science was created in the Spring Semester of 2017 due to the need for a fourth teacher to be added to the Madera County Juvenile Facility. This move required the hiring of a long-term substitute. Madera County Special Education was unable to hire a needed RSP teacher. Thus, the students were served through various long-term substitutes, an instructional assistant, and a Program Director from Madera County Special Education services.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

NA

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

PTC currently has one vacancy to fill in order to be fully staffed for the 2017-18 school year. The current vacancy is a new science teacher position. Madera County Special Education Services has two vacancies open for the upcoming school year. One is a Special Day Class (SDC) teacher position and the other one is an Instructional Assistant for the SDC. This classroom is operated on the PTC campus for the SDC expelled youth.

Goal 4

PTC will increase parent involvement by developing meaningful partnerships and participation.

State and/or Local Priorities addressed by this goal:

State Priorities: (3) Parent Involvement, (4) Student Achievement, (5) Student Engagement, (6) School Climate

Local Priorities

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Increase positive family contacts such as, phone calls, emails, face-to-face contacts, mailers, and home visits.	ACTUAL • PTC staff used a number of methods to increase positive parent/family contacts: • Positive phone calls by teachers and other staff (call logs) • Parent /Teacher, Administration face to face meetings • Open-house • Families invited to school events/ student recognition/sports • Mailers sent regularly • Automated phone system (Blackboard Connect)	BUDGETED 4.02 -1 Salary & Benefits $618,691 LCFF Base $436,026 Inc. above	ESTIMATED ACTUAL Salary & Benefits $588,200 LCFF Base $477,800 Inc. Above Salary & benefits 399,200 Sup & Con Inc. above

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Personal contact to identify new members for formalized committees and to encourage parent participation.	ACTUAL Parents were invited to multiple School Site Council and LCAP Stakeholder meetings	BUDGETED 4.03 -1 Salaries & Benefits $517,420	ESTIMATED ACTUAL Sal & Benefits and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	• Meetings were held during times that would increase parent participation • Parents were encouraged to participate on formalized committees during parent meetings	LCFF Base $436026 Sup & Con Inc. above	$477,800 LCFF Base (Inc. Above) Sal & Benefits $399,200 Sup Con (Inc. Above)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Maintain and/or develop additional family events and opportunities for parent involvement in school functions	ACTUAL • Parents and families were invited and encouraged to attend Back to School Night early in the year to create an opportunity to get to know the teacher, staff and become familiar with the school site • Parents scheduled appointments to meet with teachers /administration to discuss their students' academic progress and attendance	BUDGETED 4.04 - 1 Sal & Benefits $102700 LCFF Base ($48200 Inc. above)	ESTIMATED ACTUAL Sal & Benefits $91,600 LCFF Base ($48200 Inc. above)

EVALUATION

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

PTC has a positive office staff that interacts well with the public. PTC used phone calls, an automated phone message system, parent meetings, home visits, and mailings to communicate with parents. Many student events, such as athletics and school wide activities provide parents the opportunity to be a part of the education process.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Parent participation in activities increased during the year. There was increased attendance at Back to School Night in the Fall and individual Student Study Team (SST) meetings. The number of SST meetings increased to discuss student progress, especially as it applied to graduation requirements. Due to a transition in leadership, the school website communications were not kept current throughout the school year.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

NA

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

The possibility of a new parent liaison position will be explored for PTC and PTC Chowchilla.

Stakeholder Engagement – Needs Assessment

SPSA Year: **2017-18**

Involvement Process for SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

The involvement process for the 2017-18 SPSA occurred throughout the 2016-17 school year with the intent of purposeful engagement from numerous stakeholder groups. Information was disseminated and input gathered through various means such as, but not limited to, meetings, telephone calls, Blackboard Connect, emails, and flyers. These various stakeholder groups included Madera County Superintendent of Schools (MCSOS) staff comprised of administration, certificated staff, classified staff, parents, students, and district administration.

Meetings reviewed the requirements of the SPSA, the LCAP and the state's eight priorities and identified metrics. Goals and actions/services to be addressed during the 2016-17 school year were reviewed. Such discussions led to conversations of continued or new identified needs to be addressed through ongoing or revised actions/services in the coming years. The most current data in areas such as the number of at risk students obtaining diplomas, the number of credits recovered, the overall seat time, the overall in/out of school suspensions, and the increase in student involvement through specific activities were shared. This type of qualitative data is meaningful for the student population served by PTC.

Specific meetings or activities held to receive input and to provide ongoing planning and collaboration included:

1. Stakeholder meetings for all MCSOS staff including administration, certificated, classified, parents and students were held at various times throughout the year. Parents were invited through Blackboard Connect and a mailer to participate in the SPSA meetings to get parent input.
2. School Site Council Meetings

Specific meetings or activities held to receive input and to provide ongoing planning and collaboration included:

1. Stakeholder meetings for all MCSOS staff including administration, certificated, classified, parents and students were held at various times throughout the year. Parents were invited through Blackboard Connect and a mailer to participate in the SPSA meetings to get parent input.
2. School Site Council Meetings
3. Regular meetings for PTC administrators and staff including but not limited to:
    a. March 23, 2018—brainstorming, evaluation, preliminary discussion of goals, timeline, development, writing work groups, etc.
    b. April 11, 2018—1st draft review of SPSA, assignment of additional areas to be written
    c. April 19, 2018—final draft presented to School Site Council for input
    d. April 23, 2018—SSC approval of SPSA; recommend to MCSOS Board of Trustees
4. Designated professional development meetings for MCIA instructional staff and staff meetings focused on instructional strategies and improving student achievement

    Final adoption of the SPSA is scheduled for May 8, 2018, at the MCSOS Board of Education Meeting.

5. Designated professional development meetings for PTC instructional staff and staff meetings focused on instructional strategies and improving student achievement

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

School Site Council meetings and staff, student, and parent input had the following impact on the development of the 2017-18 SPSA:

- There is a need for more opportunities in Career Technical Education, work experience, and internships as students prepare to be college and careers ready. Reaching out to local businesses and local community colleges, students will broaden their knowledge of post-secondary opportunities.

- Professional development has been conducted on state standards. However, there continues to be a need for training on the instructional strategies to address the state standards as well as any adoption of standards aligned curriculum. In addition, professional development is needed in the area of strategies for EL students. Designated reduced days, staff meetings, and workshops will continue to be used to engage teachers in best practices for all students.

- Additional time for teacher collaboration and coaching is needed. Common reduced days and staff meetings will be identified for these purposes.

- Meaningful parent involvement is an ongoing challenge. There are many factors that influence the families of at risk students' abilities to engage with their child's educational process and to be directly involved in the decision making. It has been determined there is more parent involvement when more personal and positive contacts are made with the parents. Therefore, a process for parent communication will be utilized to enhance positive relationships between parents and the school.

- A part-time EL coordinator was hired and a teacher on special assignment was designated to update the EL Plan, developed well-defined EL instruction, assist with the re-designation process, and to monitor those students who have been re-designated.

- Provide more focused training on the use of technology in instruction. Students should have access to updated technology and be taught to use technology for educational purposes. Teachers should receive regular training on such things as the use of smart boards and specific instructional software programs to stay current the ever-changing world of technology.

- Homeless youth in need of necessities such as clothes, hygiene products, and access to local public transportation were assisted.

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.[1] The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Brett Salinas	**X**				
Armando Martinez		**X**			
Laura Montoya		**X**			
Aurora Clark			**X**		
Diane Romero			**X**		
Maya Falcon			**X**		
Yvette Patlan				**X**	
Francisco Castro				**X**	
Mike Escoto				**X**	
Ronaldo Comacho					**X**
Number of members in each category	1	2	3	3	1

1 *EC* Section 52852

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Goal 1

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

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

State and/or Local Priorities addressed by this goal:

State Priorities: (2) Implementation of State Standards, (4) Student Achievement, (5) Student Engagement, (7) Access to Courses, (8) Other Student Outcomes

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

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

Expected Annual Measureable Outcomes (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CTE courses will be offered to PTC students	Establish baseline	CTE Courses will be offered through Odysseyware	CTE Courses will be offered to students through Odysseyware and seat time	CTE Courses will be offered to students through Odysseyware and seat time
Through Odysseyware or other resources, credit-deficient students will recover credits to be able to graduate.	Establish baseline	Credit recovery will be offered to students through Odysseyware and other resources. Baseline will be established through graduation rate.	Maintain or increase the number of students recovering credits towards graduation progress	Maintain or increase the number of students recovering credits

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the number of reclassified EL students upon the completion of an alternative assessment	Establish baseline after completion of alternative assessment	Establish an alternative assessment to use along with the ELPAC to evaluate a student's readiness for reclassification	Continued implementation of EL reclassification process	Continued implementation of EL reclassification process
All teachers will continue to access professional development through internal and external agencies	100% of teachers receive professional development annually	Maintain the number of teachers accessing professional development	Maintain the number of teachers accessing professional development	Maintain the number of teachers accessing professional development
Increase student performance on the CAASPP ELA assessment	2016 CAASPP Scores	Increase the number of students achieving a score of standard met or higher by 2%	Increase the number of students achieving a score of standard met or higher by 2%	Increase the number of students achieving a score of standard met or higher by 2%
Increase student performance on the CAASPP Math assessment	2016 CAASPP Scores	Increase the number of students achieving a score of standard met or higher by 2%	Increase the number of students achieving a score of standard met or higher by 2%	Increase the number of students achieving a score of standard met or higher by 2%
Increase student performance on the CAASPP ELA and Math assessment for EL students	2016 CAASPP Scores	Increase the number of students achieving a score of standard met or higher by 2% for ELA and Math	Increase the number of students achieving a score of standard met or higher by 2% for ELA and Math	Increase the number of students achieving a score of standard met or higher by 2% for ELA and Math
All students will receive standards-based instruction and instructional materials	100% of students receive standards-based instruction and instructional materials	Maintain the number of students receiving standards-based instruction and instructional materials	Maintain the number of students receiving standards-based instruction and instructional materials	Maintain the number of students receiving standards-based
All students will be taught by appropriately credentialed teachers	100% of students are taught by appropriately credentialed teachers	Maintain the number of students being taught by appropriately credentialed teachers	Maintain the number of students being taught by appropriately credentialed teachers	Maintain the number of students being taught by appropriately credentialed teachers

Planned Actions / Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 1 Action 1

Students to be Served:	Scope of Service:
(*Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)*	(Select from Schoolwide or Limited to Indicated Student Group(s)):
All	Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
PTC will offer a CTE program with relevant pathways in Criminal Justice, Construction and Child Development and elective courses that help prepare students with career and life skills. A new CTE building will be completed in 2017-18 and CTE programs will be moved into the new facility during the school year. Staff and administration will continue to explore the possibility career pathways	Chief, CAES officer Director, CAES Principal Teachers Facilities Manager MCSOS Business Department	1. Meetings with planning committee 2. Provide input 3. Commutate with facilities manager on a regular basis 4. Continue to offer courses	1.1 $198,700 LCFF Base Salaries & Benefits (Inc. in 1.6)

Goal 1 Action 2

For Supplemental Actions/Services:

Students to be Served:	Scope of Service:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	(Select from Schoolwide or Limited to Indicated Student Group(s)):
English Learners	English Learners

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

NEW

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
PTC will provide support for EL students. Professional development in best practice will be provided to all staff. An additional EL assessment will be created to gauge students' proficiency and assist in increasing the reclassification of students. A new EL Master Plan will be developed, and support will be provided by a teacher on special assignment and an EL consultant with MCSOS.	Principal Teacher on Special Assignment (EL) Teachers School Academic Counselors MCSOS EL Consultant Assistant Superintendent Educational Services	1. Provide professional development three times during the school year 2. Convene EL team meetings 3. Review other EL test assessments 4. Review student ELPAC results 5. Letters and student/parent meetings (re-classification)	1.2 $57,900 $28,000 LCFF Sup & Con Salaries & Benefits, Services

Goal 1 Action 3

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
ALL	Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

NEW

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
PTC will develop teams of teachers and administrators to analyze data and make recommendations to drive instruction. Teachers will have collaboration time and will share findings with staff to highlight successes and deficiencies in the area of curricula and standardized tests.	Principal Teacher on Special Assignment (Curriculum & Assessment) Teachers School Academic Counselors MCSOS Educational Services Division	1. Professional development was provided three times during the school year 2. Curriculum team meetings 3. Review student CAASPP results 4. Letters and student/parent meetings	1.3 $13,200 LCFF Base Salaries & Benefits

Goal 1 Action 4

Students to be Served:	Scope of Service:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	(Select from Schoolwide or Limited to Indicated Student Group(s)):
ALL	Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

NEW

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
PTC will provide opportunities for professional development for all staff. Scheduled meeting on reduced days and designated professional development days will be used to address best practices and collaboration on topics relevant to the needs of the PTC students and staff. Teachers will also be encouraged to seek other professional development opportunities to address areas of individual growth. Content area specialists in ELA and Math will be used through MCSOS to provide professional development to improve instruction for all students.	Principal Teachers on Special Assignment Teachers MCSOS Educational Services Division	1. Ten (10) reduced days 2. Communicate relevant professional development opportunities to teachers 3. Professional development was provided three times during the school year 4. Attend outside professional development trainings/conferences	1.4 $26,800 $26,200 LCFF Base Salaries & Benefits

Goal 1 Action 5

Students to be Served:	Scope of Service:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	(Select from Schoolwide or Limited to Indicated Student Group(s)):
ALL	Schoolwide Program

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

NEW

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Administration and staff will review curriculum to ensure that it promotes higher levels of learning and teachers are providing engaging rigorous lessons that incorporate the use of technology. PTC administration will ensure all students are provided with needed technology resources to maximize learning.	Principal Teachers on Special Assignment Teachers MCSOS Educational Services Division MCSOS IT Department	1. Professional development was provided during the school year 2. Attend outside professional development trainings/conferences 3. Individual student logins provided by MCSOS 4. Student use of Chromebooks and Odysseyware	1.5 $7,100 $20,000. LCFF Base Salaries & Benefits, Services

Goal 1 Action 6

Students to be Served:	Scope of Service:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	(Select from Schoolwide or Limited to Indicated Student Group(s)):
ALL	Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

New

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Academic supports will be provided to students to assist them in preparation of graduation. Students will be prepared for college and/or career opportunities. Supports will include academic counseling services, tutoring, credit recovery, career technical education, and summer school programs.	Principal Teachers School Academic Counselor	1. Gathering student's transcripts from previous school 2. Review and create a student credit evaluation and upload to SharePoint 3. Meeting with student and parent to review credits/graduation progress 4. Grade level academic information meetings with students/parents 5. Registration to Go meetings with local community college	1.6 $119,600 LCFF Sup & Con (83,700) LCFF Base (35,900) Supplies & Benefits

Goal 1 Action 7

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
ALL	Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

MODIFIED

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
PTC will continue to recruit and retain credentialed teachers & maintain low student ratios	Principal MCSOS Human Resources	1. Determine need for position 2. Advertise open position 3. Select and interview several candidates 4. Choose best candidate 5. Check references 6. Offer the position 7. Support new employee	1.7 $1,110,100 LCFF Sup & Con ($538,600) LCFF Base ($571,500) Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	(Select from New Goal, Modified Goal, or Unchanged Goal)
	Modified
Goal 2	PTC will provide resources and services to improve the social and emotional well-being of each student to provide a safe working environment.
State and/or Local Priorities addressed by this goal:	State Priorities: (1) Basic Services, (5) Student Engagement, (6) School Climate, (8) Other Student Outcomes Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Increased student engagement

Expected Annual Measureable Outcomes *(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)*

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PTC will provide transportation to students who qualify for MUSD bussing or local public transportation.	All students that need transportation.	Maintain or increase the number of students that are provided transportation.	Maintain or increase the number of students that are provided transportation.	Maintain or increase the number of students that are provided transportation.
All students that are parenting teens, foster youth and/or homeless will have the opportunity to receive counseling services.	100% of parenting teens, foster youth and/or homeless students received counseling services	100% of parenting teens, foster youth and/or homeless students received counseling services	100% of parenting teens, foster youth and/or homeless students received counseling services	100% of parenting teens, foster youth and/or homeless students received counseling services
Positive Behavior Intervention & Supports (PBIS) boosters and/or assemblies throughout the year.	Four PBIS assemblies were conducted	Maintain or increase the number PBIS booster s and/or assemblies	Maintain or increase the number PBIS booster s and/or assemblies	Maintain or increase the number PBIS booster s and/or assemblies
Annual Facilities Inspection and repairs	Facilities Inspection Tool (FIT); Score = Good Repair	Good repair	Good repair	Good repair

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of suspensions in the seat-time and blended programs.	6% of students were suspended out of the seat - time and blended programs	Decrease the number of students suspended out of the seat - time and blended programs by .5%	Decrease the number of students suspended out of the seat-time and blended programs by .5 %	Decrease the number of students suspended out of the seat - time and blended programs by .5 %
PTC will reduce the number of students who are identified as chronically absent	Establish baseline	Establish baseline	Reduce the number of students who are identified as chronic absenteeism by 1%	Reduce the number of students who are identified as chronic absenteeism by 1%
PTC will conduct an annual climate survey go meet local indicator	Conduct survey	Establish baseline	Meet local indicator	Meet local indicator

Planned Actions / Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 2 Action 1

Students to be Served:	Scope of Service:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	(Select from Schoolwide or Limited to Indicated Student Group(s)):
ALL	Schoolwide Program

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Teachers will seek out meaningful extended learning opportunities that include field trips to enhance the learning occurring at the school site. Additionally, students will benefit from opportunities through CTE courses. School athletics will continue to be an incentive-based option for student participation.	Principal Teachers School Academic Counselor	1. Field trips to Sacramento State Capitol 2. Field trips to Madera Center Community College and Fresno State University 3. Making the Grade Grizzlies Game 4. Sports Leagues and Tournaments in Clovis and Merced 5. Field Trip to Discovery Kingdom for Educational Days 6. Field trips to Career Tech Expo and Manufacturing day 7. GRID Solar installations 8. Apprenticeship Day 9. Participation in the Fresno CTE/ROP Career Skills Challenge 10. Participation with a Tiny Home building	2.1 $10,000 LCFF Sup & Con Services and supplies

Goal 2 Action 2

For Supplemental Actions/Services:

Students to be Served:	Scope of Service:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	(Select from Schoolwide or Limited to Indicated Student Group(s)):
English Learners	English Learners

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
To help ensure safe arrival to and from school, PTC will coordinate with Madera Unified transportation to provide qualified students transportation to and from school. Local public transportation will also be a resource, as students will be provided tickets to cover the transportation costs.	Principal Front Office Staff Teachers School Academic Counselor	1. Student/parent meetings to determine need 2. MAX/Dial-A-Ride tickets	2.2 $14,000 LCFF Base ($12,000) LCFF Sup & Con ($2000) Services

Goal 2 Action 3

For Supplemental Actions/Services:

Students to be Served:	Scope of Service:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	(Select from Schoolwide or Limited to Indicated Student Group(s)):
English Learners, Foster Youth, Low Income	English Learners, Foster Youth, Low Income

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
PTC will provide supplemental services to pregnant, parenting, homeless, and foster youth students. Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies to facilitate students accessing services. Additional resources will contribute to students emotional well - being.	Principal Front Office Staff Teacher on Special Assignment Teachers School Academic Counselors Foster Youth Coordinator Student Service Liaison	1. Team meetings 2. Student/parent meetings to determine need 3. Referral forms completed to see counselor/psychologist 4. Pregnant Parenting Teen Conference (PPT) 5. MAX/Dial-A-Ride tickets	2.3 $21,000 LCFF Base $500 LCFF Sup & Con ($4200) ($3400 Inc. in 1.6) Salaries & Benefits Supplies

Goal 2 Action 4

For Supplemental Actions/Services:

Students to be Served:	Scope of Service:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	(Select from Schoolwide or Limited to Indicated Student Group(s)):
English Learners, Foster Youth, Low Income	English Learners, Foster Youth, Low Income

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

NEW

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
PTC will coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services	Principal Front Office Staff Teachers School Academic Counselor	1. Referral form completed to see counselor/psychologist/behavioral health 2. Student/parent meetings	2.4 $74,700 LCFF Base ($17,200) *(Inc. in 2.3)) LCFF Sup & Con ($57,500)(Inc. in 1.6) Salaries & Benefits

Goal 2 Action 5

Students to be Served:	Scope of Service:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	(Select from Schoolwide or Limited to Indicated Student Group(s)):
ALL	Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
PTC will conduct a minimum of 4 PBIS boosters/assemblies throughout the year to commend students for positive behavior in and out of the classroom. Additionally, parents will be invited to see their child get recognized.	Principal Teachers Front Office Staff School Academic Counselor	1. Pancake Breakfast 2. Root beer Floats 3. Ice Cream Sundaes 4. Open House 5. 4 PBIS events (one per quarter)	2.5 $7,500 LCFF Base Service and Supplies

Goal 2 Action 6

Students to be Served:	Scope of Service:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	(Select from Schoolwide or Limited to Indicated Student Group(s)):
All	Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
PTC will provide and maintain a safe, clean, and quality learning facilities for students and staff.	Principal Teachers Front Office Staff MCSOS Maintenance Staff	1. Maintenance requests forms 2. Daily school site maintenance	2.6 $50,100 LCFF base LCFF Sup & Con ($24,300) Salaries & Benefits

Goal 2 Action 7

Students to be Served:	Scope of Service:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	(Select from Schoolwide or Limited to Indicated Student Group(s)):
ALL	Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
PTC will provide supervision and oversight that creates a safe and secure learning environment for students.	Superintendent of Schools Chief, Career Technical Alternative Education Services Officer Principal MCSOS Human Resources	1. Job Postings 2. Screening of applications 3. Interviews 4. Hire position 5. Updating and reviewing of credentials	2.7 $40,2,00 LCFF Base Salaries & Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: (3) Parent Involvement, (4) Student Achievement, (5) Student Engagement, (6) School Climate

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Increased parent engagement

Expected Annual Measureable Outcomes (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers and staff will maintain a call log for communication with parents/families.	Establish baseline	Create a call log and implement school-wide with all staff	Maintain or increase number of positive parent contacts	Maintain or increase number of positive parent contacts
Parents will be invited to attend more school events by mailers and personal phone calls home.	One event fall semester One event spring semester	Maintain or increase the number of school events for parents to attend	Maintain or increase the number of school events for parents to attend	Maintain or increase the number of school events for parents to attend
Teachers and staff will make positive parent contacts regarding students to share positive behaviors and/or academic gains.	Establish baseline	Teachers and staff will call a minimum of three parents per month regarding student to share positive behaviors and/or academic gains	Maintain or increase the number of positive parent phone calls	Maintain or increase the number of positive parent phone calls

PLANNED ACTIONS/SERVICES

Goal 3 Action 1

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
All	Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
PTC will provide effective communication with parents regarding school administration, activities, student progress and attendance. This communication will occur through personal phone calls home, an updated and maintained website, home visits, and regular progress reports and semester report cards.	Principal Teachers Front Office Staff School Academic Counselors Students/Parents MCSOS Technology	1. Quarterly progress reports and semester report cards 2. Connect-Ed messages 3. Personal phone calls 4. Student/parent meetings	3.1 $50,700 LCFF Base Salaries & Benefits (Inc. in 1.6)

Goal 3 Action 2

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
All	Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Parent education and engagement will be accomplished with seminars, open house, and ongoing family events.	Principal Teachers Front Office Staff School Academic Counselor	1. Determine parental need and interest in parent education and other activities 2. Research availability of training/event providers 3. Schedule events 4. Advertise events	3.2 $14,800 $5,000 $2,000 LCFF Base Salaries & Benefits (Inc. in 1.6) Supplies Services

Goal 3 Action 3

Students to be Served:	Scope of Service:
(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	(Select from Schoolwide or Limited to Indicated Student Group(s)):
All	Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
PTC will provide opportunities for parent input through surveys and participation in formal and informal advisory committees.	Principal Teachers Front Office Staff School Academic Counselor	1. Determine input needed 2. Develop surveys; invite parents to committee meetings 3. Distribute and collect surveys 4. Tabulate survey results 5. Share survey results with stakeholders	3.3 $2,900 LCFF Base Salaries & Benefits (Inc. in 1.6)

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.

2017--2018				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Counselor	7/1/17 6/30/18	40% Counselor; Salaries & Benefits; to serve MCIA and PTC	$48,523	Title I, A
Counselor	7/1/17 6/30/18	40% Counselor; Salaries & Benefits; to serve MCIA and PTC	$44,942	Title I, A
Administrator	7/1/17 6/30/18	10% Administrator; Salaries & Benefits; to provide counseling at MCIA and PTC	$15,307	Title I, A
Teacher on Special Assignment; Curriculum & Assessment	7/1/17 6/30/18	60%; to serve MCIA and PTC	$56,785	Title I, A
Teacher on Special Assignment; EL Support	7/1/17 6/30/18	75%, to serve EL needs at MCIA and PTC	$87,815	Title I, A
Instructional Assistant	7/1/17 6/30/18	100%, to serve all students with EL student priority	$30,674	Title I, A

2 List the date an action will be taken, or will begin, and the date it will be completed.

Administrative Assistant	7/1/17 6/30/18	5%; salaries and benefits; serving MCIA and PTC	$4,267	Title I, A
Homeless Education	7/1/17 6/30/18	To provide basic needs for homeless youth; serving MCIA and PTC	$500	Title I, A
Transportation	7/1/17 6/30/18	Public transportation to provide safe access to MCIA and PTC	$3,305	Title I, A
Supplies	7/1/17 6/30/18	Postage for parent education, etc. for MCIA and PTC	$150	Title I, A
Family Engagement, Site Level	7/1/17 6/30/18	Parent engagement activities at MCIA and PTC	$500	Title I, A
Family Engagement, LEA Level	7/1/17 6/30/18	Parent engagement activities at MCIA, PTC, and MCOE programs	$500	Title I, A
Other unassigned activities	7/1/17 6/30/18	To provide for site needs at MCIA, PTC	$21,097 (less parent engagement $)	Title I, A
Subtotal	$315,365			
Indirect Costs	$29,778			

Total	$344,143

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, 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 Con App.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc

Of the four following options, please select the one that describes this school site.

Select from: This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP). This site operates a SWP but does not consolidate its funds as part of operating a SWP. This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP. This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs -- *From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.*

None of the following programs are available at PTC currently.

California School Age Families Education (Carryover only) *Purpose: Assist expectant and parenting students to succeed in school.* ***Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)*** *Purpose: Help educationally disadvantaged students succeed in the regular program.* ***Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)*** *Purpose: Develop fluency in English and academic proficiency of English learners.*

Peer Assistance and Review (Carryover only) *Purpose: Assist teachers through coaching and mentoring*

Professional Development Block Grant (Carryover only) *Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.*

School Safety and Violence Prevention Act (Carryover only) *Purpose: Increase school safety.*

List and Describe Other State or Local Funds *(e.g., Career and Technical Education [CTE], etc.).*

Program (from above)	Allocation	Is it consolidated in the SWP?
Not Applicable	0	NA
Not Applicable	0	NA
Not Applicable	0	NA
Total amount of state categorical funds allocated to this school.	$0	

Federal Programs -- *From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.*

Title I, Part A: Allocation *Purpose: To improve basic programs operated by local educational agencies (LEAs).*

Title I, Part A: Parental Involvement *(if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act)* ***Purpose****: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).*

Title II, Part A: Improving Teacher Quality *Purpose: Improve and increase the number of highly qualified teachers and principals.*

Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students *Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards.* ***(Title III funds may not be consolidated as part of a SWP[3])***

Title VI, Part B: Rural Education Achievement Program *Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.*

For School Improvement Schools only: School Improvement Grant (SIG) *Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.*

Other federal funds *(list and describe). Create a new row for each separate program.*

Program (from above)	Allocation	

3 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.

		Is it consolidated in the SWP?
Title II, Part A	$6,049.00	NO
Total amount of federal categorical funds allocated to this school.	$6,049.00	
Total amount of state and federal categorical funds allocated to this school.	$6,049.00	

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: **NA**

Select from:	
English Learner Advisory Committee (required if school has more than 20 English Learners enrolled)	
State Compensatory Education Advisory Committee	
Special Education Advisory Committee	
Gifted and Talented Education Advisory Committee	
Compensatory Education Advisory Committee	
Departmental Advisory Committee	
Other committees established by the school or district (list)	
Not applicable at this time	[Signature of authorized person]

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

4. 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.

5. This SPSA was adopted by the SSC at a public meeting on:4/19/18.

Attested:

Brett Salinas		4/19/18
Typed name of School Principal	Signature of School Principal	Date
Michael Escoto		4/19/18
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

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ADDENDUM

The SPSA Template

This SPSA template was adapted from the CDE SPSA Template, and the SBE-approved LCAP Template, and designed to meet the content requirements of *EC* Section 64001 for a Single Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the, and any programs the SSC decides to include.[4] Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state and local data.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.
5. Be consistent with federally required LEA plans, and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

Legal Specifics for the SPSA

EC Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application () process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process.[5]

EC Section 64001 establishes the following specifics for school plans:

1. School districts must assure that SSCs have developed and approved the SPSA for schools participating in programs funded through the process and any other school program they choose to include.[6]
2. The SSC must annually review and update the plan, including proposed expenditures of funds allocated to the school through the.[7]
3. School goals must be based upon an analysis of verifiable state data (California School Dashboard) and may include any data voluntarily developed by districts to measure student achievement.[8]
4. The content of the plan must be aligned with school goals for improving student achievement.[9]

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4 See Form C: Programs Included in this Plan. For information on programs in which your school participates, consult your district office.
5 *EC* Section 64001(g)
6 *EC* Section 64001(a)
7 *EC* Section 64001(g)
8 *EC* Section 64001(f)
9 *EC* Section 64001(f)

5. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
6. The SPSA must address how funds will be used to improve the academic performance of all students.
7. The SPSA must align with the LEA Plan and be submitted for approval to the LEA governing board. The board may return it to the SSC for revisions, as deemed necessary.[10]
8. The SPSA must be reviewed and approved by the governing board of the LEA whenever there are material changes that affect the academic programs funded through the.[11]

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix A: Chart of Requirements for the SPSA lists the content for school plans required by state and federal programs operated at the school.)

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the allocations match SPSA Form C, "Programs Included in This Plan."
4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.
6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate effectiveness of the implementation.

By following the Seven Steps for Developing the SPSA described in detail in Part I of the CDE "Guide for Developing the Single Plan for Student Achievement," [12] the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

- **Goals, Actions, and Services** — develops school goals, expected outcomes, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data. Please note that for each funded goal or activity, a specific amount must be itemized for each funding source.
- **Centralized Services for Planned Improvement in Student Performance** — identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC

10 *EC* Section 64001(h)
11 *EC* Section 64001(g)

12 https://www.cde.ca.gov/sp/sw/t1/singleplan.asp

approval in order for these funds to be used for centralized services. The total amounts for each program listed in Form B must align with the amounts listed in the district's.

- **Programs Included in This Plan** — lists the state and federal categorical programs in which the school participates and, when applicable, allocations to the school. The totals and amounts listed in these pages should match the allocations to the school from the district's.
- **SSC Membership** — indicates the membership of the SSC to document its composition.
- **Recommendations and Assurances** — completes the SPSA for submission to the district governing board for approval.
- **Budget Summary** — is a tool to help the SSC project costs and align resources with "Goals, Actions, and Services," "Centralized Services," "Programs Included in This Plan," and the.
- **Annual Evaluation and Analysis** — is a tool to help the SSC evaluate the effectiveness of its SPSA.

Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Plan Summary

The SPSA is intended to reflect a school's annual goals, actions, services and expenditures within a three-year planning cycle, and to be aligned with the district's LCAP. The plan summary provides stakeholders with a brief description of the essential elements of the school's plan.

When developing the SPSA, enter the appropriate SPSA year, and address the prompts provided in these sections. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year and replace the previous summary information with information relevant to the current year SPSA.

In this section, briefly address the prompts provided. These prompts are not limits. Schools may include information regarding local program(s), community demographics, and the overall vision of the school. **Schools MUST include information regarding actions and/or services funded by allocations.** Schools may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures. Attached documents and charts should be accessible to readers with disabilities.

A school may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

Budget Summary

The school must complete the SPSA Budget Summary table as follows:

Actions/Services Funded by Allocations

The following fiscal practices apply to the use of funds generated through the:

The state fiscal year is the period from July 1 to June 30. Funds not spent during this period become "carryover funds," to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

The federal fiscal year is the period from October 1 through September 30. However, districts are allowed to expend federal funds beginning the previous July 1. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than $50,000. A waiver of this restriction may be requested from the CDE once every three years.

Eighty-five percent of the funds from certain programs must be used for direct educational services at schools. This requirement applies to:

- Title I, Part A, Improving Basic Programs

Up to 15 percent may be spent for administrative costs (including indirect costs) incurred at the school and district office in support of these programs.

Required District Reservations from the Title I, Part A, Basic Grant Program:

- Parent Involvement (one percent minimum if the LEA receives more than $500,000 in its Title I, Part A entitlement).

- Equitable Services to Private Schools.
- Homeless Services.
- Neglected and Delinquent Children.
- Choice-related Transportation: LEAs that have students continuing participation in Choice begun under NCLB, must set aside Title I, Part A funds for Choice-related transportation until the student completes the highest grade in the school.

Funds received through the must be used to reach school goals for improving the academic performance of all students to the level of proficiency or better on state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

Total Allocation Expenditures for SPSA Year

This amount should match the total of allocations to the school for the SPSA year, plus any carryover from the prior year.

Annual Evaluation and Needs Assessment

The planned goals, expected outcomes, actions/services, and budgeted expenditures should be copied verbatim from the previous year's* Governing Board-approved SPSA; in addition, list the state and/or local priorities addressed by the planned goals.

* For example, for SPSA year 2018/19, review the goals in the 2017/18 LCAP. Moving forward, review the goals from the most recent SPSA year.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Evaluate the implementation of each action/service to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Evaluate the effectiveness of each action/service to achieve the articulated goal as measured by the school. Which of them worked, and which did not? What data demonstrate the effectiveness?
- Explain material differences between Budgeted Expenditures for categorical funds and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this evaluation and analysis of the data provided in the California School Dashboard, other local measures, and SSC or other stakeholder input. Identify where those changes can be found in the SPSA.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF and ESSA, is critical to the development of the SPSA and the budget process. *EC* Section 64001 outlines the requirements for stakeholder participation, and that the SPSA must be developed and approved by the

School Site Council. It is recommended that schools consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The SPSA should be shared with, and input provided to the LEA to facilitate alignment between school-site and district-level goals and actions. A school may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. When developing the SPSA, enter the appropriate SPSA year, and describe the stakeholder engagement process used to develop the LCAP and Annual Evaluation. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year, replace the previous stakeholder narrative(s,) and describe the stakeholder engagement process used to develop the current year SPSA and Annual Evaluation.

Describe the process used to consult with the School Site Council and other advisory groups, as appropriate, to inform the development of the SPSA and the Annual Evaluation for the indicated SPSA year.

Describe how the consultation process impacted the development of the SPSA and Annual Evaluation for the indicated SPSA year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

Schools must include a description of the annual goals to be achieved to close achievement gaps and enable students to meet the state's challenging academic standards and the eight state priorities. A school may also include additional local priorities. This section shall also include a description of the specific planned actions a school will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

New, Modified, Unchanged

As part of the SPSA development process, which includes the Annual Evaluation/Needs Assessment and Stakeholder Engagement/Needs Assessment, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current SPSA year or future SPSA years are new, modified or unchanged from the previous year's plan.

Goal

State the goal. Schools may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed.

For close alignment to the LEA's LCAP, the goal will usually be a restatement or close version of the LEA goal.

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The SPSA will usually include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities. One goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs should be based on quantitative or qualitative information, including, but not limited to, results of the Annual Evaluation process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each SPSA year, identify the metric(s) or indicator(s) that the school will use to track progress toward the expected outcomes. Schools may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the SPSA for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the SPSA year immediately preceding the three-year plan, as applicable. The baseline data should remain unchanged throughout the three-year SPSA. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the SPSA. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, and, minimally, use the applicable required metrics for the related state priorities, in each SPSA year as applicable to the type of school.

Planned Actions/Services

For Supplemental Actions/Services **(those funded by allocation funds):**

Students to be Served

For any action/service funded by the school's allocations in order to close achievement gaps and meet the state's academic standards, the school should identify the student group(s) being served.

Scope of Service

For each action/service funded by the school's allocations in order to close achievement gaps and meet the state's academic standards, identify the scope of service by indicating "Schoolwide", or "Limited to Indicated Student Group(s)". The school should identify one of the following two options:

- If the action/service is funded by the school's allocation and is provided as part of a Title I Schoolwide Program, enter "schoolwide".
- If the action/service is funded by the school's allocation and is provided as part of a Title I Targeted Assistance Program, enter "Limited to Indicated Student Group(s)".

For Actions/Services not funded by allocation funds, these boxes do not need to be included.

Actions/Services

For the current SPSA year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal should be grouped together. Schools may number the action/service using the "Action #" box for ease of reference. Actions will often be adapted from the LEA's LCAP for the same goal.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added to meet the articulated goal since the prior year's SPSA.
- Enter "Modified Action" if the action/service has been changed or modified in any way from the prior year's SPSA.
- Enter "Unchanged Action" if the action/service has not been changed or modified in any way from the prior year's SPSA.

Person(s) **Responsible**

For the actions to be performed and services provided to meet the described goal, describe the person or persons responsible for completing the associated tasks and monitoring implementation of the action/service. The school principal will bear complete or share responsibility for almost all tasks.

Task(s) and Timelines

To facilitate completion of the actions to be performed and services provided to meet the described goal, the action/service may be broken-down into associated tasks. Describe those tasks to implement the action/service and the timeline for completion.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures to implement these actions, and the fund sources for each proposed expenditure.

Expenditures that are included more than once in an SPSA should be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the SPSA.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

1) How have the actions/services addressed the needs of identified groups of pupils, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
2) How have the actions/services addressed the needs of all pupils in the school, and did the provisions of those services result in the desired outcomes?
3) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
4) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SPSA as a result of the review of progress and assessment of the effectiveness of the actions and services?
5) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have the School Site Council (SSC), English Learner Advisory Committee (ELAC), if applicable and other stakeholder groups been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the school to inform the SPSA goal setting process? How was the information made available?
4) What changes, if any, were made in the SPSA prior to adoption as a result of feedback received by the school through any of the its engagement processes?
5) What specific actions were taken to meet requirements for SSC engagement pursuant to *EC* 52812 (a) through (e) and 64001(a) and (g), and, as applicable, ELAC engagement pursuant to *EC* 52176 (b) and (c)?
6) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the school goals and state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the school's goal(s) to address state priorities for Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?
3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?
4) What are the school's goal(s) to address any locally-identified priorities?
5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for student groups experiencing performance gaps?
10) **What Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
11) **How do these actions/services link to identified goals and expected measurable outcomes?**
12) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

Adapted, March, 2018, from the LCAP prepared by the California Department of Education, October 2016

SPSA Year

2017-2018

8.4.3

Single Plan for Student Achievement (SPSA) and Annual Evaluation Template

Addendum: Regulatory requirements and general instructions.

Appendix A: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Madera County Independent Academy	Leslie Neumeier Director, Career Technical and Alternative Education Services	lneumeier@mcsos.org (559) 662-4640

2017-20 Plan Summary

The Story

Describe the students and community and how the school serves them.

Madera County Independent Academy is a charter school authorized by the Madera County Board of Education. The school is located in the city of Madera. The school serves grades K-12 with the majority of students being in grades 9-12. Approximately 15% of the students are in grades K - 8. MCIA serves high risk students in an independent study model. This approach supports individual development, through the choice of curriculum aligned with state standards. The program allows students to set their own pace and for students significantly behind in credits it allows them to set a new goal to graduate with a diploma. Through our unique approach to credit recovery, many of the students catch up and graduate with their class. However, just as many choose to stay in high school for a fifth year in order to complete the necessary courses and credits to earn a high school diploma. In addition to meeting with their instructor one day per week many students take advantage of classroom instruction in language arts, math, computer science, music and other fine arts courses. Students have the option of taking part of their curriculum or their entire curriculum through an online program.

Many of our students work fulltime, have not been successful in a comprehensive school and for others, language may be a barrier. Approximately 30% of the students are English Learners with Spanish being their first language. The student body is 85% Hispanic, 10% white, and 5% Native American, African American, and other race or ethnicity. The majority of MCIA families would be placed in the subgroup "socioeconomic ally disadvantaged" with 95% of our families qualifying for the National Lunch Program. Approximately 3% of the students enrolled in the MCIA program have identified special needs. The vast majority of these students enter the program with existing Individual Education Plans (IEP's). Service delivery models include one on one instruction, small group, and whole classroom instruction utilizing special education staff to support student learning in an inclusive setting. Instructional strategies and actions/services are implemented that benefit all student groups including those specifically identified in this document.

MCIA opened its doors in 2008 with 10 students and grew to 75 students during its first year. The school's current enrollment is 290 students. The key to the student success is the assignment of a certificated teacher who leads the students and parents through individualized curriculum and learning modes, and provides one-on-one site-based instruction. This approach encourages students to be highly involved in their educational process, becoming self - motivated, competent lifelong learners. Many of our students enter the program as much as 60 credits behind. Taking into consideration fifth year seniors, our graduation rate is approximately 95%. Another key success of the program is students who traditionally attended school 50% - 60% of the time on average are now attending school 81% of the time.

During the 2014-2015 school year MCIA had their WASC accreditation visit and received a six-year accreditation with a three-year review. Approximately 40% of our graduates plan to attend college or a trade school upon graduating from the program. This is significant considering most of our students enter the program not even sure they will graduate from high school.

MCIA became a Title I Schoolwide Program in 2015.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The Madera County Independent Academy SPSA focuses on three major goals:

1. MCIA students will achieve higher levels of learning to prepare them to be college and career ready. A focus will be on professional development for staff, support to EL students and a review of curriculum to address the needs of the MCIA students.

2. MCIA will provide resources and services to improve the social and emotional well - being of each student to provide a safe learning environment. MCIA will provide counseling support, opportunities for student engagement and extensive support for foster youth in the program.

3. MCIA will encourage greater stakeholder participation and input by developing meaningful relationships with parents and family. A focus will be on improving outreach and communication with parents to improve home to school collaboration

NEEDS ASSESSMENT -- REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self - assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low - income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

There were several areas of progress in 2017 - 18. There was an increase in student participation in California Assessment of Student Performance and Progress (CAASPP) and an increase in the number of days and amount of time students came to school. Twenty-five MCIA students graduated at the end of the first semester. Other important areas of progress included:

• Students participated in field trips

• Students participated in instrumental performances within the local community

• Students participated in a community college matriculation process

• Students had opportunities to earn credit recovery to stay on track to graduate

• Students had on site access to numerous foster youth services

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Although the MCIA CAASPP State testing scores are not recorded on the California School Dashboard a review of the scores revealed the need to increase student performance in English Language Arts and Math. While there were some small improvements over 2015 these scores are far below the State averages. In 2017-18 MCIA staff will review, create, and establish curriculum and professional development that will focus on ways to improve student performance. MCIA will work with Madera County Superintendent of Schools to provide support in ELA and Math.

MCIA has also identified services to EL students as a need. In 2017-18 no students were reclassified. In 2017-18 MCIA will revise the EL master plan, create alternative local assessment for CAASPP to be used to help increase reclassification of EL students and provide professional development.

MCIA has identified the need to try and increase opportunities for parent involvement through improved website and communication platforms and opportunities for parents to work with school.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

There is an achievement gap between the students at MCIA and the county averages for academic performance. There are also gaps between several of the groups of students. The EL students at MCIA scored lower than other similar groups of students. A teacher was placed on special assignment to focus on curriculum, testing, and other identified needs such as:

• School-wide curriculum review

• School-wide testing strategies, procedures, and administration

• Student attendance and credit reviews

• Staff professional development needs and training

If not previously addressed, identify the two to three most significant ways that the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, and foster youth.

SUPPLEMENTAL SERVICES

MCIA is committed to providing a personal educational experience in the independent study model to increase and improve services for low-income students, foster youth and English Learners. Academic supports include a focus on credit recovery to help students who are behind on credits to graduate. MCIA provides individual academic instruction and students have access to a full-time academic counselor. Students at MCIA may also use online classes and/or summer school to earn additional credits toward graduation.

MCIA employs a part-time EL coordinator and a designated teacher on special assignment to provide assistance in meeting the needs of English Learners . MCIA will also be using training and support services from ELA, EL, and math consultants from Madera County Superintendent of School to address additional needs in the 2017-18 school year. A strong support program exists for foster youth, which includes a designated PPS counselor who provides academic counseling and provides workshops, career exploration, transportation, and child care options as well as being a liaison with public health services.

Budget Summary—2016/2017

Complete the table below. Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

DESCRIPTION	AMOUNT
TOTAL SCHOOL CONAPP ALLOCATION FOR SPSA YEAR (MUST MATCH DISTRICT CONAPP).	$ 1,873
LIST ACTIONS/SERVICES FUNDED BY CONAPP ALLOCATIONS: **TITLE I, A FUNDS ARE BUDGETED AT THE LEA LEVEL. ALL TITLE I FUNDS ARE EXPENDED FOR CENTRALIZED SERVICES.**	Professional development Amount — Source $1,873 — Title II, A
Total School ConApp Allocation Expenditures for SPSA Year	$ 1,873

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2016-17

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

Goal 1

MCIA will provide every student with the opportunity for individual achievement that prepares them to attend college or be career ready after graduation.

State and/or Local Priorities addressed by this goal:

State Priorities: (1) Basic Services; (2) Implementation of State Standards; (4) Student Achievement;

(5) Student Engagement; (6) School Climate; (7) Access to Courses; (8) Other Student Outcomes

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Increase number of reclassified EL students and provided focused EL professional development.	It was determined that no students were eligible for reclassification. Focused EL professional development was provided.
Continue dedicated professional development for the implementation of CCSS.	Every staff meeting had an agenda. Two (2) teachers were sent to CCSS workshops and a teacher was placed on special assignment to work on the development of curriculum.
Increase the percentage of students meeting or exceeding standard on student statewide assessments.	Percentages on statewide assessments did not increase.
Meet an 80 percent participation rate in the statewide assessments.	MCIA was able to exceed 80 percent participation rate on the statewide assessments.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Site administration and PPS credentialed counselor will work with our EL students to help them understand the results and importance of the CELDT test and to establish proficiency goals, leading to an increase number of reclassified EL students.	ACTUAL Administration and PPS credentialed counselor worked with EL students to stress the importance of the CELDT test and the benefits of doing well • At MCIA 31 students were identified as being eligible for \reclassification. However, no students were reclassified due to not meeting the complete criteria. Students will be closely supported and monitored.	BUDGETED 1.01 Salaries & Benefits $32,400 LCFF Supplemental & Title I	ESTIMATED ACTUALS Salaries & Benefits. $27,900 LCFF Supplemental Title I

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Hire part-time EL Coordinator to revise EL Master Plan, to assist with reclassification, and to promote professional development.	ACTUAL An EL Coordinator was hired to revise the EL Master Plan and assist in the reclassification of EL students • The EL coordinator provided professional development in the area of EL students • The EL Coordinator assisted with reclassification, but no students met the reclassification criteria	BUDGETED 1.005-1 Salaries & Benefits $35,100 LCFF Supplemental	ESTIMATED ACTUAL Salaries & Benefits $35,100 LCFF Supplemental

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Site administration and PPS credentialed counselor will work with our EL students to help them understand the results and importance of the CELDT test and to establish proficiency goals, leading to an increase number of reclassified EL students.	ACTUAL • Administration and PPS credentialed counselor worked with EL students to stress the importance of the CELDT test and the benefits of doing well. • At MCIA 31 students were identified as being eligible for \reclassification. However, no students were reclassified due to not meeting the complete criteria. Students will be closely supported and monitored.	BUDGETED 1.02-1 Salaries & Benefits $148,900 LCFF Supplemental	ESTIMATED ACTUAL Salaries & Benefits $141,100 LCFF Supplemental

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Improve instructional strategies addressing EL's needs through professional development	ACTUAL • Professional development was provided to the entire staff • Multiple EL strategies were presented and modeled	BUDGETED 1.02-1 Salaries & Benefits $148.900 LCFF Supplemental	ESTIMATED ACTUAL Salaries & Benefits $141,100 LCFF Supplemental

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED All teachers will continue to develop curriculum and align lesson plans to the adopted state standards. • Increase teacher collaboration time	ACTUAL • Weekly staff meetings focused on student engagement and teaching strategies • Two days of professional development was provided school - wide	ACTUAL 1.04-1 Salaries & Benefits $926,512 LCFF Base	ESTIMATED ACTUAL Salaries & Benefits $881,100 LCFF Base

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue dedicated professional development for the implementation for adopted state standards.	ACTUAL • Two days of professional development was provided school-wide • Used existing materials • A portion of weekly staff meetings were dedicated to reviewing student achievement data	BUDGETED 1.06-1 Professional Development $1,000 LCFF Base	ESTIMATED ACTUAL Professional Development $1,000 LCFF Base

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED	ACTUAL	BUDGETED	ESTIMATED ACTUAL

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase number of credits recovered by offering credit recovery opportunities through Odysseyware as well as teachers availability to provide additional support.	Odysseyware was not utilized for credit recovery at MCIA. Instead, credit recovery was incorporated in to the current structure of the program and provided through the use of textbooks. Students were able to make up a significant number of credits, progress towards graduation, and in some cases graduate early.	1.06-1 Salaries/Benefits & Software $46,000 LCFF Base	Salaries/Benefits & Software $31,000 LCFF Base

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Increase the number of students completing CTE classes at proficient levels or above taking the courses through Odysseyware.	ACTUAL No students completed CTE courses through Odysseyware	BUDGETED 1.07.1 Salaries/Benefits Inc above LCFF Base $0	ESTIMATED ACTUAL Salaries/Benefits Inc above LCFF Base $0

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Prioritize effort to maintain current seat %.	ACTUAL	BUDGETED 1.08.1	ESTIMATED ACTUAL

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	MCIA staff used a number of strategies to maintain seat time percent. • Phone calls home by teachers and other staff members • Implemented the use of teacher/student call logs. • Managed student sign-in sheets • Communication with parents through meetings, phone calls, sending letters by mail, and automated phone system (blackboard connect)	Salaries/Benefits $1,171,400 ($989,096 Inc above LCFF Base)	Salaries/Benefits $1,057,900 ($940,700 Inc above LCFF Base)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Provide Support services for pregnant & parenting teens (P&PT), homeless and foster youth. • Provide tickets for public transportation • Provide psychological counseling services	ACTUAL Support services were provided for pregnant and parenting teens through a number of strategies: • Madera County Juvenile Probation department conducted a weekly parenting class for pregnant and parenting teens • Students were provided with tickets for local public transportation to and from school • Students were provided with academic counseling services • A school psychologist was available to provide services as needed.	BUDGETED 1.11-1 Contracted Services, Supplies $25,500 LCFF Supplemental	ESTIMATED ACTUAL Contracted Services $30,900 LCFF Supplemental

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Provide transportation to and from school for students related to safety concerns.	ACTUAL Students were provided with tickets for local public transportation to and from school	BUDGETED 1.12-1 Contracted Services $500 LCFF Base	ESTIMATED ACTUAL Contracted Services $50 LCFF Base

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Field trips for educational purposes and connecting students to the school.	ACTUAL • Multiple fieldtrips to provide students more opportunities to develop a sense of school pride and collaboration amongst their peers • Students taken to visit a state university and community college campuses to encourage them to continue their education after graduation • Students participated in manufacturing day and the career tech expo to showcase the many opportunities available to them in the community after graduation	BUDGETED 1.14-1 Services & Supplies $3,400 LCFF Base	ESTIMATED ACTUAL Services & Supplies $1,500 LCFF Base

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED PPS credentialed counselor to continue to develop student educational training for career skills and college readiness.	ACTUAL • An academic counselor was hired to address needs for career skills and college readiness • Students participated in a community college matriculation process through the Student Success Initiative in collaboration with Madera Community College Center	BUDGETED 1.15-1 Salary/Benefits $9,800 LCFF Base	ESTIMATED ACTUAL Salary/Benefits $9,800 LCFF Base

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Examine student achievement data to address targeted areas of student needs.	ACTUAL • Staff was presented with internal data on attendance and academic progress through weekly staff meetings • No state-wide indicators on the California Dashboard were available for alternative schools • Staff reviewed student test scores on the CAASPP to identify needs for 2017-18	BUDGETED 1.16-1 Salary/Benefits $12,700 LCFF Base	ESTIMATED ACTUAL Salary/Benefits $8,200 LCFF Base

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED	ACTUAL	BUDGETED	ESTIMATED ACTUAL

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Establish baselines of student achievement once cut points have been identified on statewide assessments	• Baselines have not been established at this point due to the lack of accessibility of data for alternative schools, but staff will be working to use CAASPP data to assist in planning	1.17-1 Salary/Benefits $12,700 LCFF Base	Salary/Benefits $8,200 LCFF Base

EVALUATION

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Madera County Independent Academy (MCIA) students were provided an academic program that addressed student needs regarding graduation progress, credit recovery, and college preparation. The program included offering classes through independent study. Core curriculum classes were based on Common Core curriculum and included the use of technology when appropriate through Chromebooks and laptops. This year an EL coordinator was hired to work with MCIA students and assisted in preparation for the CELDT test as well as the reclassification process. Tutoring was provided throughout the school day in all subject areas and credit recovery options were offered for students who were behind in credits. Student success was also supported with academic counseling, college visits, and assessment preparation. Additional programs were offered for foster youth, homeless youth and pregnant and parenting teens through collaboration with internal and external agencies. Staff received professional development through weekly staff meetings and opportunities to attend trainings. Professional development focused on EL, Common Core, testing strategies, and the use of technology for educational purposes.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

MCIA made improvements in the EL reclassification process, however no EL students were reclassified. As an alternative school MCIA is not measured by the state indicators on the California School Dashboard, however student scores on the CAASPP show a need for improvement. In

2016 only 8% of students scored proficient on the ELA assessment and 1% of students in math. Many of the sub groups, including ELA were even lower. On other measures MCIA's graduation rates and seat time percentage remained stable. The overall enrollment in seat time electives were high. The seat time elective courses offered were financial literacy, art, and music. There is still a need to create a greater number of seat time courses.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

NA

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

MCIA needs to improve in the area of curriculum as well as the implementation of Odysseyware for the purpose of credit recovery, career technical education, and A-G courses. MCIA will be using support from MCSOS Ed Services in ELA and math as well as continuing support in EL. A teacher on special assignment will focus on curriculum, testing, and other identified need such as:

- School-wide curriculum review school-wide testing strategies, procedures, and administration
- Student attendance and credit reviews
- Staff professional development needs and training MCIA administration will be part of a new Professional Learning Network (PLN) to study and use data to improve instruction.

Goal 2

MICA will nurture students to become committed, caring and connected.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, Parental Involvement, Student Engagement, School Climate, Access to Courses

Local Priorities

Annual Measureable Outcomes

Expected	Actual
Maintain or increase seat time percentage	The year to date seat time percentage decreased from 85.9% to 81%. This decrease occurred due to an overall decrease in enrollment.
Maintain or increase the number of diplomas awarded which is a more appropriate measurable outcome than increased graduation rates, dropout rates or A-G courses based upon the student population served	The number of diplomas increased by two from 01 in 2015-16 to 103 in 2016-17.
Increase the number of students participating in student events	Field trips and vocational experiences were offered. We did no keep track of prior data to know if the number of students increased.
Increase the number of students participating in the Parenting Teen Conference	Fewer students participated in the Parenting Teen Conference due to lack of interest and transportation difficulties.
Faster completion of maintenance request to provide a safe school environment	Madera County Facilities and Maintenance department maintained the reports, repairs, and update the Facilities Inspection Tool (FIT)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Staff to increase the number of activities for students to participate in – school functions and extracurricular activities	ACTUAL Academic activities increased throughout the school year: More staff planned field trips allowing more students to attend Campus visits were taken to CSU Fresno, Fresno City College, Madera Center, and vocational training schools Foster Youth participated in cooking and nutrition classes focused on shopping for and cooking healthy meals on a budget	BUDGETED 2.01-1 Contracted Services $3,400 Inc. above LCFF Base	ESTIMATED ACTUAL Contracted Services $1,500 Inc. above LCFF Base

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Develop and implemental additional elective courses of interest to students	ACTUAL Students showed interest in various law enforcement professions. Thus, books were ordered, and a new elective course was implemented.	BUDGETED 2.02-1 Salaries/Benefits $95,300 Inc. above LCFF Base	ESTIMATED ACTUAL Salaries/Benefits $61,300 Inc. above LCFF Base

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Provide transportation for student safety as needed	ACTUAL Students were given bus tickets when necessary to be used for local transportation	BUDGETED 2.03-1 Contracted Services $500 Inc. above LCFF Base	ESTIMATED ACTUAL Contracted Services $50 Inc. above LCFF Base

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Provide additional support services for pregnant and parenting teens (P & PT), homeless, and foster youth • Provide tickets for public transportation to and from school • Provide educational curriculum on communicating with and caring for your child, providing good nutrition for your child, appropriate discipline for your child, etc. • Provide psychological & counseling services	ACTUAL Multiple support services were offered for pregnant and parenting teens: • Students were given bus tickets when necessary to be used for local transportation • Madera County Juvenile Probation department conduct a weekly parenting class. Education curriculum was provided on communicating with and caring for your child, providing good nutrition, appropriate discipline, etc. • Foster and homeless youth were provided with additional academic and counseling services and support • A school psychologist was available to provide services as needed for all students.	BUDGETED 2.04-1 Contracted Services & Supplies $25,500 Inc. above LCFF Supplemental	ESTIMATED ACTUAL Contracted Services & Supplies $30.900 Inc. above LCFF Supplemental

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Refer students to services such as mental health, family, and alcohol and other drug counseling	ACTUAL A referral list was maintained to make appropriate referrals for students in need of counseling services	BUDGETED 2.05-1 Salaries/Benefits $202,000 Inc. above LCFF Base	ESTIMATED ACTUAL Salaries/Benefits $133,500 Inc. above LCFF Base

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Facilities and maintenance: • Maintain the facilities repairs status report • Update and maintain annual facilities inspection	ACTUAL • Madera County Facilities and Maintenance department maintained the reports and repairs • Madera County Facilities and Maintenance department maintained and updated the Facilities Inspection Tool	BUDGETED 2.08-1 Services & Supplies $1,000 LCFF Supplemental	ESTIMATED ACTUAL Services & Supplies $0 LCFF Supplemental

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Provide support services for homeless students such as hygiene products, haircuts, clothing, and transportation	ACTUAL MCIA provided support for homeless students in several areas • Transportation was provided to students as needed • Homeless students were provided hygiene products and clothing as needed	BUDGETED 209-1 Services & Supplies $1,000 LCFF Supplemental	ESTIMATED ACTUAL Services & Supplies $100 LCFF Supplemental

EVALUATION

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

The staff at MCIA has many programs in place to promote a committed, caring, and connected environment for students. Services for homeless and foster youth are provided in numerous areas, under the direction of administration, a school counselor (PPS) who also serves as the county liaison for foster youth students and regional activities. MCIA has a trained counseling staff, with a full counselor committed to MCIA for two days a week and a dedicated school counselor for foster youth students. Tickets for local [public transportation are provided to make sure students have safe access to and from school. The staff does offer many extended learning opportunities to engage student in school. These activities included field trips, music performances, regional workshops, and colleges visits.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

There was a drop in the attendance rate and seat time percentage. This was due to a decrease in staff and student enrollment.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

NA

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

With the move of another Madera county run charter school in 2017-18 the potential to improve collaboration in the area of career technical education (CTE) pathways for students due to a much closer proximity. The administration of MICA will need to evaluate the new CTE options once the 2017-18 school year begins.

Goal 3

MICA will provide high quality instruction to students by highly qualified staff.

State and/or Local Priorities addressed by this goal:

State Priorities: (1) Basic Services, (2) Implementation of State Standards, (4) Student Achievement, (5) Student Engagement, (6) School Climate, (7) Access to Courses, (8) Other Student Outcomes

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
All teachers identified in need of VPSS - type certification will participate to become highly qualified.	Although VPSS no longer applies, teachers were credentialed
Qualifying teachers will enter and complete Beginning Teacher Support and Assessment (BTSA)	Two teachers are in the process of completing BTSA
Provide CCSS training opportunities and other staff development opportunities	There were various trainings , staff development opportunities, and teacher collaborations to successfully implement CCSS for all students

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Recruit and retain highly qualified teachers including participation in VPSS - type certification.	ACTUAL We recruited and retained highly qualified teachers	BUDGETED 3.01 -1 Sal & Benefits and Supplies $989,500 $989,100 Inc. above LCFF Base	ESTIMATED ACTUAL Sal & Benefits and Supplies $ 941,400 $ 940,700 Inc. above LCFF Base

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Provide BTSA support for all teachers who need the service.	ACTUAL BTSA support was provided for teachers where it was necessary .	BUDGETED 3.02 -1 Sal & Benefits $990,100 $989,100 Inc. above LCFF Base	ESTIMATED ACTUAL Sal & Benefits $ 941,600 Inc. above LCFF Base

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue to provide dedicated professional development for the implementation of CCSS and other staff development for applicable subject matters. Allow teachers to have collaboration time to work with each other.	ACTUAL • There were various trainings, staff development and teacher collaboration opportunities to implement CCSS for all students • Teachers participated in weekly staff meeting s that focused on various teaching strategies	BUDGETED 3.03 -1 Sal & Benefits $994,100 and Prof. Dev. $989,100 Inc. above LCFF Base	ESTIMATED ACTUAL Sal & Benefits $ 940,700 Inc. above LCFF Base

EVALUATION

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

MCIA recruited two new teachers to fill one open position and replace a retiring teacher. All other teachers were retained. Two teachers actively worked through the BTSA program . One teacher completed the program; while the other teacher completed the first year. Staff development was focused on implementing CCSS to all students. Weekly staff meeting focused on various strategies to improve students' academic progress toward graduation and test scores on CAASPP.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

While credentialed staff taught all class, a long-term substitute was need in the spring semester of 2017 to cover a teacher on leave.

***Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures*.**

NA

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

MCIA does not currently have any vacancies.

Goal 4

MICA will increase parent involvement by developing meaningful partnerships and participation.

State and/or Local Priorities addressed by this goal:

State Priorities: (3) Parent Involvement, (4) Student Achievement, (5) Student Engagement, (6) School Climate

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Maintain or increase positive personal contact by staff with families	Staff increased the number of positive personal parent contacts in regard to students. This was done through the implementation of a call log.
Increase number of parents participating on formal committees and at events.	Parents and families were invited to attend School Site Council meetings. Stakeholder meetings were held in conjunction with Madera County Office of Education.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Increase positive family contacts such as, phone calls, emails, face-to-face contacts, mailers, and home visits.	ACTUAL MCIA staff used a number of methods to increase positive parent/ family contacts : • Positive phone calls by teachers and other staff members (call logs) • Student sign - in sheets were created and managed by the office staff and administration • Communication occurred with parents through meetings, phone calls, sending letters by mail, and the automated phone system (blackboard connect)	BUDGETED 4.02 -1 Salary & Benefits $1,213,100 $1116500 Inc. above LCFF Base	ESTIMATED ACTUAL Salary & Benefits $1,060,200 $1022600 Inc. above LCFF Base

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Personal contact to identify new members for formalized committees and to encourage parent participation.	ACTUAL Parents were invited to multiple School Site Council and LCAP Stakeholder meetings • Meetings were held during times that would increase parent participation • Parents were encouraged to participate on formalized committees during parent meetings	BUDGETED 4.03 -1 Salaries & Benefits $1,116,500 Inc. above LCFF Base	ESTIMATED ACTUAL Salaries & Benefits $1,022,600 Inc. above LCFF Base

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Maintain and/or develop additional family events and opportunities for parent involvement in school functions.	ACTUAL • Parents and families were invited and encouraged to attend Back to School Night early in the year to create an opportunity to get to know the teacher, staff and become familiar with the school site • Parents scheduled appointments to meet with teachers /administration to discuss their students' academic progress and attendance	BUDGETED 4.04 -1 Sal & Benefits $165,800 $127,400 Inc. above LCFF Base	ESTIMATED ACTUAL Sal & Benefits $ 106,900 $82,000 Inc. above LCFF Base

EVALUATION

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

MCIA has a positive office staff that interacts well with the public. MCIA used phone calls, an automated phone system, parent meetings, home visits and mailings to communicate with parents. Many student events and school wide activities provide parents the opportunity to be a part of the education process.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Parent participation increased through the year. There was an increased attendance at Back to School Night in the Fall. Due to a transition in leadership, the school website communications were not kept current throughout the school

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

NA

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

MCIA will be updating the website to make it more relevant to parents and students. The possibility of a new parent liaison position will be explored for MCIA.

Stakeholder Engagement – Needs Assessment

SPSA Year: **2017-18**

Involvement Process for SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

The involvement process for the 2017-18 SPSA occurred throughout the 2016-17 school year with the intent of purposeful engagement from numerous stakeholder groups. Information was disseminated, and input gathered through various means such as, but not limited to, meetings, telephone calls, Blackboard Connect, emails, and flyers. These various stakeholder groups included Madera County Office of Education (MCOE) staff comprised of administration, certificated staff, classified staff, parents, students, and district administration.

Meetings reviewed the requirements of the SPSA, the LCAP and the state's eight priorities and identified metrics. Goals and actions/services to be addressed during the 2016-17 school year were reviewed. Such discussions led to conversations of continued or new identified needs to be addressed through ongoing or revised actions/services in the coming years. The most current data in areas such as the number of at risk students obtaining diplomas, the number of credits recovered, the overall seat time, the overall in/out of school suspensions, and the increase in student involvement through specific activities were shared. This type of qualitative data is meaningful for the student population served by MCIA.

Specific meetings or activities held to receive input and to provide ongoing planning and collaboration included:

1. Stakeholder meetings for all MCOE staff including administration, certificated, classified, parents and students were held at various times throughout the year. Parents were invited through Blackboard Connect and a mailer to participate in the SPSA meetings to get parent input.
2. School Site Council Meetings
3. Regular meetings for MCIA administrators and staff including but not limited to:
    a. March 23, 2018—brainstorming, evaluation, preliminary discussion of goals, timeline, development, writing work groups, etc.
    b. April 11, 2018—1st draft review of SPSA, assignment of additional areas to be written
    c. April 19, 2018—final draft presented to School Site Council for input
    d. April 23, 2018—SSC approval of SPSA; recommend to MCOE Board of Trustees
4. Designated professional development meetings for MCIA instructional staff and staff meetings focused on instructional strategies and improving student achievement

Final adoption of the SPSA is scheduled for May 3, 2018, at the MCOE Board of Education Meeting.

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

School Site Council meetings and staff, student, and parent input had the following impact on the development of the 2017-18 SPSA:

- There is a need for more opportunities in Career Technical Education, work experience, and internships as students prepare to be college and careers ready. Reaching out to local businesses and local community colleges, students will broaden their knowledge of post - secondary opportunities.

- Professional development has been conducted on state standards. However, there continues to be a need for training on the instructional strategies to address the state standards as well as any adoption of standards aligned curriculum. In addition, professional development is needed in the area of strategies for EL students. Designated reduced days, staff meetings, and workshops will continue to be used to engage teachers in best practices for all students.

- Additional time for teacher collaboration and coaching is needed. Common reduced days and staff meetings will be identified for these purposes.

- Meaningful parent involvement is an ongoing challenge. There are many factors that influence the families of at risk students' abilities to engage with their child's educational process and to be directly involved in the decision making. It has been determined there is more parent involvement when more personal and positive contacts are made with the parents. Therefore, a process for parent communication will be utilized to enhance positive relationships between parents and the school.

- A part-time EL coordinator was hired and a teacher on special assignment was designated to update the EL Plan, developed well-defined EL instruction, assist with the re-designation process, and to monitor those students who have been re-designated.

- Provide more focused training on the use of technology in instruction. Students should have access to updated technology and be taught to use technology for educational purposes. Teachers should receive regular training on such things as the use of smart boards and specific instructional software programs to stay current the ever-changing world of technology.

- Homeless youth in need of necessities such as clothes, hygiene products, and access to local public transportation.

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.[1] The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Leslie Neumeier	Principal				
Susan Steinmetz		Teacher			
Norma Orozco			School Administrative Assistant		
Myrtha Torres			School Academic Counselor		
Clint Lopez				Parent	
Number of members in each category	1	1	2		

1 *EC* Section 52852

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

Through highly qualified staff, students will achieve higher levels of learning to prepare them to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: (2) Implementation of State Standards, (4) Student Achievement, (5) Student Engagement, (7) Access to Courses, (8) Other Student Outcomes

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

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

Expected Annual Measureable Outcomes (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CTE courses will be offered to MCIA students	Establish baseline	CTE Courses will be offered through Odysseyware	CTE Courses will be offered to students through Odysseyware and seat time	CTE Courses will be offered to students through Odysseyware and seat time
Through Odysseyware or other resources, credit-deficient students will recover credits to be able to graduate.	Establish baseline	Credit recovery will be offered to students through Odyesseyware and other resources. Baseline will be established through graduation rate.	Maintain or increase the number of students recovering credits towards graduation progress	Maintain or increase the number of students recovering credits towards graduation progress
Increase the number of reclassified EL students upon the completion of an alternative assessment	Establish baseline after completion of alternative assessment	Establish an alternative assessment to use along with the ELPAC to evaluate a student's readiness for reclassification	Continued implementation of EL reclassification process	Continued implementation of EL reclassification process
All teachers will continue to access professional development through internal and external agencies	100% of teachers receive professional development annually	Maintain the number of teachers accessing professional development	Maintain the number of teachers accessing professional development	Maintain the number of teachers accessing professional development
Increase student performance on	2016 CAASPP Scores	Increase the number of students achieving a	Increase the number of students achieving a	Increase the number of students achieving a

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
the CAASPP ELA assessment		score of standard met or higher by 2%	score of standard met or higher by 2%	score of standard met or higher by 2%
Increase student performance on the CAASPP Math assessment	2016 CAASPP Scores	Increase the number of students achieving a score of standard met or higher by 2%	Increase the number of students achieving a score of standard met or higher by 2%	Increase the number of students achieving a score of standard met or higher by 2%
Increase student performance on the CAASPP ELA and Math assessment for EL students	2016 CAASPP Scores	Increase the number of students achieving a score of standard met or higher by 2% for ELA and Math	Increase the number of students achieving a score of standard met or higher by 2% for ELA and Math	Increase the number of students achieving a score of standard met or higher by 2% for ELA and Math
All students will receive standards- based instruction and instructional materials	100% of students receive standards-based instruction and instructional materials	Maintain the number of students receiving standards-based instruction and instructional materials	Maintain the number of students receiving standards-based instruction and instructional materials	Maintain the number of students receiving standards-based instruction and instructional materials
All students will be taught by appropriately credentialed teachers	100% of students are taught by appropriately credentialed teachers	Maintain the number of students being taught by appropriately credentialed teachers	Maintain the number of students being taught by appropriately credentialed teachers	Maintain the number of students being taught by appropriately credentialed teachers

Planned Actions / Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 1 Action 1

For Supplemental Actions/Services:

Students to be Served:

(*Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)*

All

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

NEW

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
MCIA students will be college and career ready by completing credits if they are credit deficient. Additionally, students will have the opportunity to explore CTE courses through the use of Odysseyware, an online learning platform.	Principal Teachers School Academic Counselor	1. Gather student's transcripts from previous school 2. Review and create a student credit evaluation and upload to SharePoint 3. Meet with student and parent to review credits/graduation progress	1.1 $18,000 LCFF Base

Goal 1 Action 2

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

English Learners

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

English Learners

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

NEW

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
MCIA will provide support for EL students. Professional development in best practice will be provided to all staff. An additional EL assessment will be created to gauge students' proficiency and assist in increasing the reclassification of students. A new EL Master Plan will be developed, and support will be provided by a teacher on special assignment and an EL consultant with MCSOS.	Principal Teacher on Special Assignment (EL) Teachers School Academic Counselors MCSOS EL Consultant Assistant Superintendent Educational Services	1. Professional development was provided three times during the school year 2. EL team meetings 3. Review other EL test assessments 4. Review student ELPAC results 5. Letters and student/parent meetings (re-classification)	1.2 $500 LCFF Sup & Con Salaries & Benefits

Goal 1 Action 3

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

ALL

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

NEW

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
MCIA will develop teams of teachers and administrators to analyze data and make recommendations to drive instruction. Teachers will have collaboration time and will share findings with staff to highlight successes and deficiencies in the area of curricula and standardized tests.	Principal Teacher on Special Assignment (Curriculum & Assessment) Teachers School Academic Counselors MCSOS Educational Services Division	1. Provide professional development three times during the school year 2. Convene Curriculum team meetings 3. Review student CAASPP results 4. Send/schedule letters and student/parent meetings	1.3 $13,200 LCFF Base Salaries & Benefits

Goal 1 Action 4

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

ALL

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

NEW

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
MCIA will provide opportunities for professional development for all staff. Scheduled staff meetings and designated professional development days will be used to address best practices and collaboration on topics relevant to the needs of the MCIA staff and the needs of MCIA students.	Principal Teachers on Special Assignment Teachers MCSOS Educational Services Division	1. Weekly scheduled staff meetings 2. Communicate relevant professional development opportunities to teachers 3. Professional development planning meetings	1. 4 $53,000 LCFF Base Salaries & Benefits

Teachers will also be encouraged to seek out professional development opportunities to address areas of individual growth. Content area specialists in ELA and Math will be used to provide through MCSOS professional development to improve instruction for all students.		4. Provide professional development three times during the school year 5. Attend outside professional development trainings/conferences	

Goal 1 Action 5

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

ALL	Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

NEW

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Administration and staff will review curriculum to ensure that it promotes higher levels of learning and teachers are providing engaging rigorous lessons that incorporate the use of technology. MCIA	Principal Teachers on Special Assignment Teachers MCSOS Educational Services Division	1. Weekly scheduled staff meetings 2. Professional development planning meetings	1.5 $5,800 $40,000. LCFF Base

administration will ensure all students are provided with needed technology resources to maximize learning.	MCSOS IT Department	3. Provide professional development during the school year 4. Attend outside professional development trainings/conferences 5. MCSOS provide individual student logins 6. Student use of Chrome Books and Odesseyware	Salaries & Benefits

Goal 1 Action 6

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

ALL

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

New

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Academic supports will be provided to students to assist them in preparation of graduation. Students will be prepared for college and/or career opportunities. Supports will include academic counseling services, tutoring, credit recovery, career technical education, and summer school programs.	Principal Teachers School Academic Counselor	1. Gather student's transcripts from previous school 2. Review and create a student credit evaluation and upload to SharePoint 3. Meet with student and parent to review credits/graduation progress 4. Grade level academic information meetings with students/parents 5. Registration to Go meetings with local community college	1.6 $323,700 $73,600. LCFF Base $$250,100 LCFF Sup & Con.

Goal 1 Action 7

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

ALL

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

MODIFIED

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
MCIA will continue to recruit and retain appropriately credentialed teachers.	Superintendent of Schools Chief, Career Technical Alternative Education Services Officer Principal MCSOS Human Resources	1. Job Postings 2. Screen applications 3. Interviews 4. Hire position 5. Update and review credentials	1.7 $1,135,500 LCFF Base

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	(Select from New Goal, Modified Goal, or Unchanged Goal)
	Modified
Goal 2	MCIA will provide resources and services to improve the social and emotional well-being of each student to provide a safe working environment.

State and/or Local Priorities addressed by this goal:	State Priorities: (1) Basic Services, (5) Student Engagement, (6) School Climate, (8) Other Student Outcomes Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Increased student engagement

Expected Annual Measureable Outcomes (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
MCIA will provide opportunities for all students to enhance their educational experience and develop a sense of belonging	To be established	Establish baseline	Maintain or increase the number of students participating in educational opportunities.	Maintain or increase the number of students participating in educational opportunities.
MCIA will provide transportation to students who quality for local public transportation	All students that need transportation	Maintain or increase the number of students that are provided transportation	Maintain or increase the number of students that are provided transportation	Maintain or increase the number of students that are provided transportation
MCIA will hold two school events for all students to participate in	Two	Establish and implement two school events	Maintain or increase the number of school events	Maintain or increase the number of school events

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
order to build a sense of school pride and belonging				
Update and maintain the annual facilities inspection and repairs	Facilities Inspection Tool (FIT); Score equals Good Repair	Good repair	Good repair	Good repair
MCIA will reduce the number of students who are identified as chronic absenteeism	Establish baseline	Establish baseline	Establish baseline	Establish baseline
MCIA will reduce the number of students who are identified as chronic absenteeism	Establish baseline	Meet local indicator	Meet local indicator	Meet local indicator

Planned Actions / Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 2 Action 1

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

ALL

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Teachers will seek out meaningful extended learning opportunities that include field trips to enhance the learning occurring at the school site	Principal Teachers School Academic Counselor	1. Weekly scheduled staff meetings 2. Leadership class field trips to Sacramento State Capitol, City of Madera, City of Chowchilla 3. Field trips to Madera Center Community College, Fresno City College, Fresno State University 4. Making the Grade Grizzlies Game	2.1 $10,000 LCFF Sup & Con Travel and Services

Goal 2 Action 2

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

English Learners

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

English Learners

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

Goal 2 Action 3

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
To help ensure safe arrival to and from school MCIA will provide students with tickets for local transportation as needed.	Principal Front Office Staff Teachers School Academic Counselor	1. Student/parent meetings to determine need 2. MAX/Dial-A-Ride tickets	1.2 $2,000 LCFF Sup & Con Travel & Services

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

English Learners, Foster Youth, Homeless, Low Income

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

English Learners, Foster Youth, Homeless, Low Income

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
MCIA will provide supplemental services to pregnant, parenting, homeless, and foster youth students. Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies to facilitate students accessing services . Additional resources will contribute to students emotional well - being.	Principal Front Office Staff Teacher on Special Assignment Teachers School Academic Counselors Foster Youth Coordinator Student Service Liaison	1. Team meetings 2. Student/parent meetings to determine need 3. Referral forms completed to see counselor/psychologist 4. Pregnant Parenting Teen Conference (PPT) 5. MAX/Dial-A-Ride tickets	2.3 $21, 300 LCFF Base $9,000. LCFF Sup & Con (3400 Inc. in 1.6) Salaries & Benefits Supplies

Goal 2 Action 4

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

English Learners, Foster Youth, Low Income

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

English Learners, Foster Youth, Low Income

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

NEW

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
MCIA will coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services	Principal Front Office Staff Teachers School Academic Counselor	1. Create referral form to see counselor/psychologist/behavioral health 2. Student/parent meetings	2.4 $132,600 LCFF Base ($21,300) LCFF Sup & Con ($111,300) Salaries & Benefits (Inc in 1.6 & 2.3)

Goal 2 Action 5

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

ALL

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

NEW

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
MCIA will hold two school events for all students to participate in order to build a sense of school pride and belonging.	Principal Teachers Front Office Staff School Academic Counselor	1. Weekly staff meetings 2. Grade level informational meetings 3. Hot Chocolate Bar and Donuts 4. Family Appreciation Day	2.5 $2,500 LCFF Base Service and Supplies

Goal 2 Action 6

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

All

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

All

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
MCIA will provide and maintain a safe, clean, and quality learning facilities for students and staff.	Principal Teachers Front Office Staff MCSOS Maintenance Staff	1. Weekly scheduled staff meetings 2. Maintenance requests forms 3. Daily school site maintenance	2.6 $50,900 LCFF base Salaries & Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: (3) Parent Involvement, (4) (5) Student Engagement, (6) School Climate

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Increased student engagement

Expected Annual Measureable Outcomes (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers and staff will maintain a call log for communication with parents/families.	Establish baseline	Create a call log and implement school-wide with all staff	Maintain or increase number of positive parent contacts	Maintain or increase number of positive parent contacts
Parents will be invited to attend more school events by mailers and personal phone calls home.	One event fall semester One event spring semester	Maintain or increase the number of school events for parents to attend	Maintain or increase the number of school events for parents to attend	Maintain or increase the number of school events for parents to attend
Teachers and staff will make positive parent contacts regarding students to share positive behaviors and/or academic gains.	Establish baseline	Teachers and staff will call a minimum of three parents per month regarding student to share positive behaviors and/or academic gains	Maintain or increase the number of positive parent phone calls	Maintain or increase the number of positive parent phone calls

Planned Actions / Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 3 Action 1

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

ALL

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Goal 3 Action 2

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
MCIA will provide effective communication with parents regarding school administration, activities, student progress, and attendance. This will be maintained with phone calls, home visits, regular progress reports, and an updated website.	Principal Teachers Front Office Staff School Academic Counselors Students/Parents MCSOS Technology	1. Weekly scheduled staff meetings 2. Quarterly progress reports and semester report cards 3. Connect-Ed messages 4. Personal phone calls 5. Truancy Letters 6. Student/parent meetings 7. Parent Informational Meetings	3.1 $103,200 LCFF Base Salaries & Benefits (Inc. in 1.6)

For Supplemental Actions/Services:

Students to be Served: (Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)	**Scope of Service:** (Select from Schoolwide or Limited to Indicated Student Group(s)):
ALL	Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
Parent education and engagement will be accomplished with seminars, open house, and family events.	Principal Teachers Front Office Staff School Academic Counselor	1. Weekly staff meetings 2. Grade level informational meetings 3. Students/parents meetings 4. Hot Chocolate Bar and Donuts 5. Family Appreciation Day 6. Parent Informational Meetings	3.2 $29,600 $2,000 $1,000 LCF Base Salaries & Benefits (Inc. in 1.6) Supplies Services

Goal 3 Action 3

For Supplemental Actions/Services:

Students to be Served:

(Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, or specify Other Student Groups)

ALL

Scope of Service:

(Select from Schoolwide or Limited to Indicated Student Group(s)):

Schoolwide

2017-18 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Modified

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
MCIA will provide opportunities for parent input through surveys and participation in formal and informal advisory committees	Principal Teacher on Special Assignment Teachers Front Office Staff School Academic Counselor	1. Develop parent survey 2. Team meetings 3. Weekly Scheduled staff meetings 4. School Site Council meetings 5. Administer parent survey/collect data 6. Parent/student meetings	1.3 $2,900 LCFF Base Salaries & Benefits (Inc. in 1.6)

		7. Stakeholder meetings 8. MCSOS Board Meetings	

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[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Counselor	7/1/17 6/30/18	40% Counselor; Salaries & Benefits; to serve MCIA and PTC	$48,523	Title I, A
Counselor	7/1/17 6/30/18	40% Counselor; Salaries & Benefits; to serve MCIA and PTC	$44,942	Title I, A
Administrator	7/1/17 6/30/18	10% Administrator; Salaries & Benefits; to provide counseling at MCIA and PTC	$15,307	Title I, A
Teacher on Special Assignment; Curriculum & Assessment	7/1/17 6/30/18	60%; to serve MCIA and PTC	$56,785	Title I, A
Teacher on Special Assignment; EL Support	7/1/17 6/30/18	75%, to serve EL needs at MCIA and PTC	$87,815	Title I, A
Instructional Assistant	7/1/17 6/30/18	100%, to serve all students with EL student priority	$30,674	Title I, A

2 List the date an action will be taken, or will begin, and the date it will be completed.

Administrative Assistant	7/1/17 6/30/18	5%; salaries and benefits; serving MCIA and PTC	$4,267	Title I, A
Homeless Education	7/1/17 6/30/18	To provide basic needs for homeless youth; serving MCIA and PTC	$500	Title I, A
Transportation	7/1/17 6/30/18	Public transportation to provide safe access to MCIA and PTC	$3,305	Title I, A
Supplies	7/1/17 6/30/18	Postage for parent education, etc. for MCIA and PTC	$150	Title I, A
Family Engagement, Site Level	7/1/17 6/30/18	Parent engagement activities at MCIA and PTC	$500	Title I, A
Family Engagement, LEA Level	7/1/17 6/30/18	Parent engagement activities at MCIA, PTC, and MCOE programs	$500	Title I, A
Other unassigned activities	7/1/17 6/30/18	To provide for site needs at MCIA, PTC	$21,097 (less parent engagement $)	Title I, A
Subtotal	$314,365			
Indirect Costs	$29,778			

Total	$ 344,143

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, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc

Of the four following options, please select the one that describes this school site.

Select from: This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP). This site operates a SWP but does not consolidate its funds as part of operating a SWP. This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP. This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs -- *From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.*

None of the following programs are available at MCIA currently.

California School Age Families Education (Carryover only) *Purpose: Assist expectant and parenting students to succeed in school.* ***Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)*** *Purpose: Help educationally disadvantaged students succeed in the regular program.*

Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) *Purpose: Develop fluency in English and academic proficiency of English learners.* ***Peer Assistance and Review (Carryover only)*** *Purpose: Assist teachers through coaching and mentoring* ***Professional Development Block Grant (Carryover only)*** *Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.* ***School Safety and Violence Prevention Act (Carryover only)*** *Purpose: Increase school safety.* ***List and Describe Other State or Local Funds*** *(e.g., Career and Technical Education [CTE], etc.).*		
Program (from above)	**Allocation**	**Is it consolidated in the SWP?**
Not Applicable	0	na
Not Applicable	0	na
Not Applicable	0	na
Total amount of state categorical funds allocated to this school.	$0	

Federal Programs -- *From the following options, please enter those from which the school receives funding. Include the allocation amount and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.*

Title I, Part A: Allocation *Purpose: To improve basic programs operated by local educational agencies (LEAs).* ***Title I, Part A: Parental Involvement*** *(if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).* ***Title II, Part A: Improving Teacher Quality*** *Purpose: Improve and increase the number of highly qualified teachers and principals.* ***Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students*** *Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards.* ***(Title III funds may not be consolidated as part of a SWP[3])*** ***Title VI, Part B: Rural Education Achievement Program*** *Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.* ***For School Improvement Schools only: School Improvement Grant (SIG)*** *Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.* ***Other federal funds*** *(list and describe). Create a new row for each separate program.*		

3 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.

Program (from above)	Allocation	Is it consolidated in the SWP?
Title I!, Part A	$11,930	NO
Total amount of federal categorical funds allocated to this school.	$11,930	
Total amount of state and federal categorical funds allocated to this school.	$11,930	

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: **NA**

Select from:	
English Learner Advisory Committee (required if school has more than 20 English Learners enrolled) State Compensatory Education Advisory Committee Special Education Advisory Committee Gifted and Talented Education Advisory Committee Compensatory Education Advisory Committee Departmental Advisory Committee Other committees established by the school or district (list)	
Not applicable at this time	[Signature of authorized person]

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

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

6. This SPSA was adopted by the SSC at a public meeting on: April 24, 2018.

Attested:

Leslie Neumeier	_____	_____
Typed name of School Principal	Signature of School Principal	Date
Susan Steinmetz	_____	_____
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

ADDENDUM

The SPSA Template

This SPSA template was adapted from the CDE SPSA Template, and the SBE-approved LCAP Template, and designed to meet the content requirements of *EC* Section 64001 for a Single Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the ConApp, and any programs the SSC decides to include.[4] Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state and local data.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.
5. Be consistent with federally required LEA plans and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the ConApp in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

Legal Specifics for the SPSA

EC Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process.[5]

EC Section 64001 establishes the following specifics for school plans:

1. School districts must assure that SSCs have developed and approved the SPSA for schools participating in programs funded through the ConApp process and any other school program they choose to include.[6]
2. The SSC must annually review and update the plan, including proposed expenditures of funds allocated to the school through the ConApp.[7]
3. School goals must be based upon an analysis of verifiable state data (California School Dashboard) and may include any data voluntarily developed by districts to measure student achievement.[8]
4. The content of the plan must be aligned with school goals for improving student achievement.[9]

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4 See Form C: Programs Included in this Plan. For information on programs in which your school participates, consult your district office.
5 *EC* Section 64001(g)
6 *EC* Section 64001(a)
7 *EC* Section 64001(g)
8 *EC* Section 64001(f)
9 *EC* Section 64001(f)

5. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
6. The SPSA must address how ConApp funds will be used to improve the academic performance of all students.
7. The SPSA must align with the LEA Plan and be submitted for approval to the LEA governing board. The board may return it to the SSC for revisions, as deemed necessary.[10]
8. The SPSA must be reviewed and approved by the governing board of the LEA whenever there are material changes that affect the academic programs funded through the ConApp.[11]

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix A: Chart of Requirements for the SPSA lists the content for school plans required by state and federal programs operated at the school.)

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA Form C, “Programs Included in This Plan.”
4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.
6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate effectiveness of the implementation.

By following the Seven Steps for Developing the SPSA described in detail in Part I of the CDE “Guide for Developing the Single Plan for Student Achievement,” [12] the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

- **Goals, Actions, and Services** — develops school goals, expected outcomes, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data. Please note that for each funded goal or activity, a specific amount must be itemized for each funding source.

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10 *EC* Section 64001(h)
11 *EC* Section 64001(g)

12 https://www.cde.ca.gov/sp/sw/t1/singleplan.asp

- **Centralized Services for Planned Improvement in Student Performance** — identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC approval in order for these funds to be used for centralized services. The total amounts for each program listed in Form B must align with the amounts listed in the district's ConApp.
- **Programs Included in This Plan** — lists the state and federal categorical programs in which the school participates and, when applicable, allocations to the school. The totals and amounts listed in these pages should match the allocations to the school from the district's ConApp.
- **SSC Membership** — indicates the membership of the SSC to document its composition.
- **Recommendations and Assurances** — completes the SPSA for submission to the district governing board for approval.
- **Budget Summary** — is a tool to help the SSC project costs and align resources with "Goals, Actions, and Services," "Centralized Services," "Programs Included in This Plan," and the ConApp.
- **Annual Evaluation and Analysis** — is a tool to help the SSC evaluate the effectiveness of its SPSA.

Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Plan Summary

The SPSA is intended to reflect a school's annual goals, actions, services and expenditures within a three-year planning cycle, and to be aligned with the district's LCAP. The plan summary provides stakeholders with a brief description of the essential elements of the school's plan.

When developing the SPSA, enter the appropriate SPSA year, and address the prompts provided in these sections. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year and replace the previous summary information with information relevant to the current year SPSA.

In this section, briefly address the prompts provided. These prompts are not limits. Schools may include information regarding local program(s), community demographics, and the overall vision of the school. **Schools MUST include information regarding actions and/or services funded by ConApp allocations.** Schools may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures. Attached documents and charts should be accessible to readers with disabilities.

A school may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

Budget Summary

The school must complete the SPSA Budget Summary table as follows:

Actions/Services Funded by ConApp Allocations

The following fiscal practices apply to the use of funds generated through the ConApp:

The state fiscal year is the period from July 1 to June 30. Funds not spent during this period become "carryover funds," to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

The federal fiscal year is the period from October 1 through September 30. However, districts are allowed to expend federal funds beginning the previous July 1. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than $50,000. A waiver of this restriction may be requested from the CDE once every three years.

Eighty-five percent of the funds from certain programs must be used for direct educational services at schools. This requirement applies to:

- Title I, Part A, Improving Basic Programs

Up to 15 percent may be spent for administrative costs (including indirect costs) incurred at the school and district office in support of these programs.

Required District Reservations from the Title I, Part A, Basic Grant Program:

- Parent Involvement (one percent minimum if the LEA receives more than $500,000 in its Title I, Part A entitlement).
- Equitable Services to Private Schools.
- Homeless Services.

- Neglected and Delinquent Children.
- Choice-related Transportation: LEAs that have students continuing participation in Choice begun under NCLB, must set aside Title I, Part A funds for Choice-related transportation until the student completes the highest grade in the school.

Funds received through the ConApp must be used to reach school goals for improving the academic performance of all students to the level of proficiency or better on state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

Total ConApp Allocation Expenditures for SPSA Year

This amount should match the total of ConApp allocations to the school for the SPSA year, plus any carryover from the prior year.

Annual Evaluation and Needs Assessment

The planned goals, expected outcomes, actions/services, and budgeted expenditures should be copied verbatim from the previous year's* Governing Board-approved SPSA; in addition, list the state and/or local priorities addressed by the planned goals.

* For example, for SPSA year 2018/19, review the goals in the 2017/18 LCAP. Moving forward, review the goals from the most recent SPSA year.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Evaluate the implementation of each action/service to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Evaluate the effectiveness of each action/service to achieve the articulated goal as measured by the school. Which of them worked, and which did not? What data demonstrate the effectiveness?

- Explain material differences between Budgeted Expenditures for categorical funds and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this evaluation and analysis of the data provided in the California School Dashboard, other local measures, and SSC or other stakeholder input. Identify where those changes can be found in the SPSA.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF and ESSA, is critical to the development of the SPSA and the budget process. *EC* Section 64001 outlines the requirements for stakeholder participation, and that the SPSA must be developed and approved by the School Site Council. It is recommended that schools consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The SPSA should be shared with, and input provided to the LEA to facilitate alignment between school-site and district-level goals and actions. A school may incorporate, or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. When developing the SPSA, enter the appropriate SPSA year, and describe the stakeholder engagement process used to develop the LCAP and Annual Evaluation. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year, replace the previous stakeholder narrative(s,) and describe the stakeholder engagement process used to develop the current year SPSA and Annual Evaluation.

Describe the process used to consult with the School Site Council and other advisory groups, as appropriate, to inform the development of the SPSA and the Annual Evaluation for the indicated SPSA year.

Describe how the consultation process impacted the development of the SPSA and Annual Evaluation for the indicated SPSA year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

Schools must include a description of the annual goals to be achieved to close achievement gaps and enable students to meet the state's challenging academic standards and the eight state priorities. A school may also include additional local priorities. This section shall also include a description of the specific planned actions a school will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

New, Modified, Unchanged

As part of the SPSA development process, which includes the Annual Evaluation/Needs Assessment and Stakeholder Engagement/Needs Assessment, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current SPSA year or future SPSA years are new, modified or unchanged from the previous year's plan.

Goal

State the goal. Schools may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed.

For close alignment to the LEA's LCAP, the goal will usually be a restatement or close version of the LEA goal.

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The SPSA will usually include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities. One goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs should be based on quantitative or qualitative information, including, but not limited to, results of the Annual Evaluation process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each SPSA year, identify the metric(s) or indicator(s) that the school will use to track progress toward the expected outcomes. Schools may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the SPSA for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the SPSA year immediately preceding the three-year plan, as applicable. The baseline data should remain unchanged throughout the three-year SPSA. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the SPSA. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, and, minimally, use the applicable required metrics for the related state priorities, in each SPSA year as applicable to the type of school.

Planned Actions/Services

For Supplemental Actions/Services (those funded by ConApp allocation funds):

Students to be Served

For any action/service funded by the school's ConApp allocations in order to close achievement gaps and meet the state's academic standards, the school should identify the student group(s) being served.

Scope of Service

For each action/service funded by the school's ConApp allocations in order to close achievement gaps and meet the state's academic standards, identify the scope of service by indicating "Schoolwide", or "Limited to Indicated Student Group(s)". The school should identify one of the following two options:

- If the action/service is funded by the school's ConApp allocation and is provided as part of a Title I Schoolwide Program, enter "schoolwide".

- If the action/service is funded by the school's ConApp allocation and is provided as part of a Title I Targeted Assistance Program, enter "Limited to Indicated Student Group(s)".

For Actions/Services not funded by ConApp allocation funds, these boxes do not need to be included.

Actions/Services

For the current SPSA year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal should be grouped together. Schools may number the action/service using the "Action #" box for ease of reference. Actions will often be adapted from the LEA's LCAP for the same goal.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added to meet the articulated goal since the prior year's SPSA.
- Enter "Modified Action" if the action/service has been changed or modified in any way from the prior year's SPSA.
- Enter "Unchanged Action" if the action/service has not been changed or modified in any way from the prior year's SPSA.

Person(s) Responsible

For the actions to be performed and services provided to meet the described goal, describe the person or persons responsible for completing the associated tasks and monitoring implementation of the action/service. The school principal will bear complete or share responsibility for almost all tasks.

Task(s) and Timelines

To facilitate completion of the actions to be performed and services provided to meet the described goal, the action/service may be broken-down into associated tasks. Describe those tasks to implement the action/service and the timeline for completion.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures to implement these actions, and the fund sources for each proposed expenditure.

Expenditures that are included more than once in an SPSA should be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the SPSA.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.
C.

APPENDIX A: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

1) How have the actions/services addressed the needs of identified groups of pupils, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
2) How have the actions/services addressed the needs of all pupils in the school, and did the provisions of those services result in the desired outcomes?
3) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
4) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SPSA as a result of the review of progress and assessment of the effectiveness of the actions and services?
5) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have the School Site Council (SSC), English Learner Advisory Committee (ELAC), if applicable and other stakeholder groups been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the school to inform the SPSA goal setting process? How was the information made available?
4) What changes, if any, were made in the SPSA prior to adoption as a result of feedback received by the school through any of the its engagement processes?
5) What specific actions were taken to meet requirements for SSC engagement pursuant to *EC* 52812 (a) through (e) and 64001(a) and (g), and, as applicable, ELAC engagement pursuant to *EC* 52176 (b) and (c)?
6) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the school goals and state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the school's goal(s) to address state priorities for Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?
3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?
4) What are the school's goal(s) to address any locally-identified priorities?
5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for student groups experiencing performance gaps?

10) **What ConApp Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
11) **How do these actions/services link to identified goals and expected measurable outcomes?**
12) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

Adapted, March, 2018, from the LCAP prepared by the California Department of Education, October 2016