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

Agenda Item 8.5

Board of Education Action Item
March 10, 2020

Topic:
Approval of Title I Single Plan for Student Achievement (SPSA), Parent Involvement Plan and school Compact Agreement
8.5.1 Madera County Superintendent of Schools

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

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

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

Financial Impact:
$326,135

Resource:
Hugo Sanchez
Program Director,
Career Technical & Alternative Education Services

Recommendation:
Approve the Title I Single Plan for Student Achievement (SPSA), Parent Involvement Plan and School Compact agreement.

SPSA Year
2019-2020

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	Hugo Sanchez, Program Director Career Technical & Alternative Education Services	hsanchez@mcsos.org (559)662-6211

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

The goal of MCSOS’s Career and Alternative Education Services (CAES) 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.

Currently, there are approximately 40 students enrolled in juvenile hall/correctional academy programs. Enrollment does fluctuate due to the student population served. Demographically, approximately 77% of the students are Hispanic, 10% White, 10% African American, 3% American Indian/other. Twenty-five percent (25%) of the students enrolled are English Learners with Spanish being the primary language, and 30% of students are female, including one enrolled in the Cadet Academy. All students in juvenile hall and correctional academy participate in the school lunch program as wards of the court. Approximately 13% of the students in the juvenile hall and correctional academy programs have identified special needs. The vast majority of 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 implemented benefit all student groups including those specifically identified in this document.

All students have access to instructional materials aligned to the state standards. Teacher professional development focuses on continued implementation of the common core state standards through appropriate instructional strategies and materials, and increasing English Language Proficiency for all students. 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 or Advanced Placement Exams.

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 99.8% and 99.9% for the Cadet Academy for the current school year. Collaborating with other county agencies such as Madera County Probation Department and Madera County Behavioral Health leads to increased student success in a safe environment, both physically and emotionally.

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, laptops to access PowerPoint, Excel and Word, and an improved school library as previously implemented will be maintained. Recently, Chromebooks were purchased for the facility, and will allow safe internet access to educational sites approved by MCSOS IT department and the Probation Department. Increased access to technology facilitates regular incorporation of common-formative assessments (i-Ready and LAS Links). High quality professional development for teachers will emphasize best practices for instruction including those for students identified as English Learners as the students move closer to reclassification as English Fluent Proficient. There will be a greater commitment by the counseling staff to connect with the incarcerated youth as they prepare for transition back to their schools of residence or to post-secondary opportunities. The cadets will participate in interest surveys and career assessments, as well as transitional meetings to return to their home district. This year, in particular, academic counselors have worked diligently to screen and determine eligibility for various assembly requirements allowing for a high school diploma with the minimal credit requirement.

By maintaining a low student to teacher ratio and assigning counselors to specific students, the cadets in the correctional academy and those students attending school in juvenile hall will enhance their commitment to their education. This year, students were moved from three pods to four, which allows for smaller class sizes, and allows female students to be in their own pods, with qualifying females included in the Cadet Academy Program. These changes have benefited all students, as expressed by the teachers and correctional staff. Teachers, administration and counseling staff will continue to emphasize the importance of progress toward graduation, 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 , and 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 for the foster youth parents will provide them with information to 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

Online assessments, i-Ready and LAS, Links were purchased and students were assessed. i-Ready assesses students in ELA and Math, and prescribes lessons to students that are achieving below grade level, while LAS Links assesses students English Proficiency in listening, speaking, reading, and writing. The results of these assessments allow for teachers to better support and individualize lessons for students to be able to access. In addition, results will be used for criteria required for students qualifying for reclassification to fluent English proficient.

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. Access to laptops without internet access allows students to develop skills in PowerPoint, Excel, and Word. Continued collaboration between MCSOS and Madera County Probation has made it possible to purchase 60 Chromebooks, which will allow safe internet access to pre-approved educational sites.

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 (Dashboard Alternative School Status (DASS)) became available in December 2018. Academic indicators reveal that students are not meeting standard in ELA and Math, which leads to curriculum needing to be delivered with equal consistency and increased rigor utilizing up-to-date curriculum. Where possible, and with permission from the probation department, more project-based learning should be implemented as well as the use of technology for instructional purposes.

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

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 assigned to these students for their time in the facilities lead to improved communication, which resulted in better success for the students in MCSOS schools.

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 — 2019/2020

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 -- $324,663 (Salaries & Supplies Title II, A funds -- $1,472
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	$ 326,135 (no IDC)

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2018-19

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
All students in the Cadet Academy and students with longer sentences will have an Individual Graduation Progress Plan.	Academic counselors meet with students to screen and determine eligibility for various assembly bills. Students are involved in the creation of a graduation plan and courses assigned accordingly.
Continue to maintain low student to teacher ratios in the classroom (Goal ratio 16:1)	Student to teacher ratios in the facility were maintained at no more than 16:1 even if the population fluctuates due to the transiency of the

Expected	Actual
	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. However, communications between MCSOS IT and Probation IT have vetted approved educational sites to allow internet access to students.
Examine student achievement data and develop formalized plan to address targeted areas of student needs.	Teachers have developed individual learning plans when students enter the facility and implement as appropriate based upon individual student needs. In addition, credits needed to maintain progress toward graduation.
Provide support services for pregnant & parenting teens (P & PT), homeless and foster youth	Support services, such as PPT conference held on November 29, 2018, 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 graduate in June of 2019 from the facility is 3, but several have fulfilled diploma requirements throughout the year.

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 99.8% 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 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.	Students are accessing technology for assessments in ELA and Math, along with lessons prescribed because of the assessments. Greater access to technology provides teachers more latitude to plan projects accordingly.
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 updated and is pending Board approval..

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 All students in the Cadet Academy and students with longer sentences will have an Individual Graduation Progress Plan.	ACTUAL Academic counselors work with students to develop Individual Graduation Progress Plan. Additionally, provide information on various topics including vocational and educational opportunities after graduation. Also, guest speakers are brought in to present on a variety of topics of interest.	BUDGETED 1.01 Salary & Benefits -- $17,900 LCFF Supplies--$20,462 LCFF $10,600 Sup & Con	ESTIMATED ACTUALS Sal & Benefits-- $17,900LCFF 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 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 fifteen days.	ACTUAL Academic Counselors implemented career interest survey with students in the Cadet Academy.	BUDGETED 1.01.5-1 $90,700 LCFF $20,000 Sup & Con	ESTIMATED ACTUAL Sal & Benefits $115,00 LCFF – Base Sal & Benefits $582,500 Sup & Con

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED 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.	ACTUAL Academic Counselors regularly attend to students in the cadet academy and are able to implement the Career Assessment.	BUDGETED 1.02 - 1 Sal & Benefits $90,700 (Inc Above) Services & Supplies $20,000 LCFF	ESTIMATED ACTUAL Sal & Benefits $115,00 Services & Supplies $4,912 LCFF - Base

Action 4

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
All EL students will take the ELPAC and be evaluated on reclassification criteria	All EL students take the ELPAC and a new assessment was recently purchased, which will be used to meet the criteria for reclassification.	1.02.5 - 1 Sal & Benefits $6,300 LCFF	Sal & Benefits $6,300LCFF - Base

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Maintain all students access to Standards aligned instructional materials. Students will improve grades and more credits will be earned.	ACTUAL All students had access to Standards aligned instructional materials. Students earned credits to allow them to be closer to graduating with their class.	BUDGETED 1.04 - 1 Sal & Benefits $248,300 base $165,900 Title I	ESTIMATED ACTUAL Sal & Benefits $277,100 Base $133,500 Title I

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED All students will receive instruction based on State adopted Common Core State Standards	ACTUAL All students received standards based instruction.	BUDGETED 1.06 - 1 Sal & Benefits $248,300 base $165,900 Title I	ESTIMATED ACTUAL Sal & Benefits $277,100 Base $133,500 Title I

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED 100 % 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	ACTUAL Communication with MCSOS CAES Registrar and home districts has expedited accessing academic records. Academic counselors are able to provide teachers with updated records and helps to give credit-recovery work to all students who are credit deficient.	BUDGETED Sal & Benefits $90,700 $3000 $2100 LCFF Sup & Con	ESTIMATED ACTUAL Sal & Benefits $115,00 LCFF Base $3000, $2100

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED All SPED students receive targeted support and appropriate special education services.	ACTUAL RSP teachers support students in the classroom or work with students individually.	BUDGETED Sal & Benefits $84,982 (Inc below) Services & Supplies $1,000	ESTIMATED ACTUAL Sal & Benefits $36,032 Services & Supplies $1000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED All students with valid scores will show individual growth on ELA and Math tests	ACTUAL i-Ready and LAS Links results will show individual student growth between assessments for all students that are assessed.	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 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Students who would need access to UC approved courses can be accommodated on an individual basis online, however the school does not receive UC completion rates for purposes of accountability	ACTUAL Students returning to their home districts will be accommodated to ensure they receive the courses required for UC admission. Very few students have required UC Approved courses.	BUDGETED 1.11 - 1 Sal & Benefits $3,600 Sup & Con	ESTIMATED ACTUAL Sal & Benefits $3600 Sup & Con

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Alternative School does not receive ELPI score. In addition the ELPI score was suspended by State until 2020 as a result of new testing criteria.	ACTUAL The baseline ELPAC scores have been established, but the number of EL students is too low.	BUDGETED 1.12 - 1 Sal & Benefits $32,300 LCFF Sup & Con (Inc Above)	ESTIMATED ACTUAL Sal & Benefits $1,250 LCFF Sup & Con (Inc Above)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED As an alternative school, graduation rates are not calculated because there will be no students in a four-year graduation cohort, however, the programs may become accountable for graduation rates if the new DASS school one-year cohort is adopted.	ACTUAL Counselors worked diligently to grade level reclassify all students based on credits earned, as opposed to years in high school. Number of qualifying students was below 11.	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.

Since the 1018-19 school year, there has been an increased focus on professional development for all teachers, and this year staff from juvenile hall have received weekly professional development in areas such as ELD and ELA standards, ELPAC assessment, Trauma Informed teaching, and disaggregating data. A teacher is now in each of the four pod, and the correctional facility has maintained a low teacher to student ratio. The use of technology for educational purposes was expanded due to the availability of tablets, and Chromebooks. Counselors are available to students, but due to the high transiency, students were often released before academic services and individualized academic plans could be formalized.

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

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 reclassification as Fluent English Proficient were identified and will continue to be monitored for the possibility of reclassification.

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.

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 a 12-1 student to teacher ratio.	The student to teacher ratio did not exceed 12:1.

Establish the two presentations to be presented one each semester to help students be more connected to their community.	Academic Counselors and teachers brought in guest speakers or presented information to students.
Maintain attendance rate at least at 99.8%.	Attendance rate was 99.8%.
Reduce Chronic absenteeism.	Students attend class as determined by their sentence.
Reduce Drop-out Rate	While in Juvenile Hall and Correctional Academy all students are required to maintain enrollment
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 (99.9%).
As an alternative school, graduation rates are not calculated because there will be no students in a four-year graduation cohort, however, the programs may become accountable for graduation rates if the new DASS school one-year cohort is adopted.	Starting 2019-2020, graduation rates will reflect one-year cohort on DASS, but there were not enough students to reflect on the dashboard.
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.	Very few students are suspended for behaviors in class.
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.	0 students expelled.
A school climate survey was developed and administered in 2018-19. Baseline rates were established. A 95% positive response rate was recorded for question if students felt "safe or not unsafe" at school. An 89% % positive response was recorded for question if students felt there was a "supportive learning environment," and "adults that encouraged success."	Goal met: Maintain 95% on "safe or not unsafe" Score 90% on "supportive learning environment"

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 The educational services provided by Madera County Superintendent of Schools will maintain a positive collaboration with the Deputy Chief Probation Officer of the Madera County Juvenile facility. The educational administrator will ensure the number of teachers provided to juvenile hall and the cadet academy will create a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code. The lower class size will provide opportunities for more personalized instruction and assistance for unduplicated pupils, and increase student ability to access curriculum and earn additional credits toward graduation.	ACTUAL The CAES administrative staff and teaching staff did maintain a positive working relationship with Probation and a collaborative effort to provided educational service to students. Together the Juvenile Facility Education Program Review and Evaluation was completed in compliance with Title 15 regulations and submitted to the MCSOS Board of Education. A low teacher to student ration was maintained at 12-1. Probation and CAES collaborated to provide a safe environment and transitional planning for students leaving to return to district or charter.	BUDGETED 2.01 - 1 $248,300 12,700 LCFF	ESTIMATED ACTUAL $263,700 $13,500 LCFF

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Many students in the correctional facility have low academic performance, are behind on credits toward graduation, and are not aware of post-secondary options and services. Teachers will prepare one presentation each semester that features community resources, or on a topic that provides future options for students after their time in the correctional facility. These presentations will be principally directed to unduplicated pupils to help them gain a greater sense of connection and responsibility to the community and commitment to their own learning goals.	ACTUAL The teachers prepared presentations for students that were targeted to develop responsibility and connections to community. Often the presentations involved guest speakers from the community to expose students to new perspectives and voices and career opportunities	BUDGETED 2.02 - 1 Sal & Benefits, Services $9100 $5000 $5000 LCFF	ESTIMATED ACTUAL Sal & Benefits, Services $9100 $5000 $5000 LCFF

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Many students in the correctional facility have low academic performance and have not developed positive school or community contacts in the comprehensive school settings. To address this CAES counselors will work individually and in a group with students from the time of student enrollment through the student's graduation from high school. This is designed to develop a greater sense of trust of people, and resources in the CAES division and community, and to increase student engagement and commitment to their learning goals and post-secondary options.	A number of services and opportunities were provided to build trust and connections. The CAES counselor met weekly to maintain a consistent presence with students. Students were able to participate in two athletic leagues, take field trips (such as to the Young Writers Conference), participate in MLK speech contest, Poetry Out Loud competition, Arts Fest, and other activities. The Color Guard students served at school and local community events such as graduation, and the Madera prayer breakfast.	BUDGETED 2.02.5- 1 Sal & Benefits Services 24,200 LCFF	ESTIMATED ACTUAL Sal & Benefits, Services $24,200 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.

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. Continued communication with corrections department have led to more opportunities for students in the classroom, and for the cadet academy, extension opportunities to learn beyond the classroom and give back to the community through various service organizations. Recent changes to housing of incarcerated students allows for students to receive information more pertinent to them. For example, females have their own pod and classroom, so informational presentations can specialize on needs of female students.

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

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.

An academic 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
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.	Teachers contacted parents for various reasons including special recognition for academic achievement, opportunities to present in the community is speech and poetry contests, and meeting to support academic needs of students. However, teachers did not maintain written log of phone calls.
Parent participation will increase in 2018-19 to include at least two parents on site council. Parent attendance at workshops will total five parents.	With the transiency of students between MCSOS schools, parent participation has improved, but the consistency of the same parents has been a challenge. Stakeholder meetings in the spring of 2019 yielded the highest turnout of parents in several years.
All parents of students who are transitioning from the cadet academy will participate in a transitional meeting that involves Probation and appropriate agencies.	Parents are included in transitional meetings led by CAES academic counselors.

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 Many students in the correctional facility and parents of students in the facility will benefit from a stronger family support system for the student's educational achievement. The staff at Juvenile Hall and the Cadet Academy will provide effective communication with parents of regular and special education students in the home language. Staff will make a minimum of two parent contacts per semester for all cadet academy students to provide appropriate information and resources. Bilingual services will be available to parents in all communications and at meetings, including all IEPs.	ACTUAL Many students in the correctional facility and parents of students in the facility benefitted from a stronger family support system for the student's educational achievement. The staff at Juvenile Hall and the Cadet Academy provided effective communication with parents of regular and special education students in the home language. Staff made parent contacts for cadet academy students to provide appropriate information and resources. Bilingual services were available to parents in all communications and at meetings, including all IEPs.	BUDGETED 3.01-1 $6900 $100 LCFF	ESTIMATED ACTUAL $0 $100 LCFF Base

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED The unduplicated student population has some of the lowest rates of parent involvement. To address this need the staff will build on the relationships that have been created through positive contacts to personally invite parents and families to participate in formal committees, workshops and informal events. MCSOS will provide opportunities for parent input through surveys and participation in advisory committees, including Site Council, ELAC and other opportunities for feedback. This will increase parent involvement for unduplicated student population. Staff will also invite parents of special education students to attend events and committees to help them support their child's education	ACTUAL The unduplicated student population continued to have some of the lowest rates of parent involvement. Staff continued building relationships through positive contacts to personally invite parents and families to participate in formal committees, workshops and informal events. MCSOS provided opportunities for parent input through surveys and participation in advisory committees, including Site Council, LCAP Stakeholder meetings, ELAC, WASC committee meetings, and other opportunities for feedback. Staff invited parents of special education students to attend events and committees to help them support their child's education	BUDGETED 3.02 - 1 $10,100 $6900 $1000	ESTIMATED ACTUAL $6,300 $0 $500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED 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.	ACTUAL Parents were in transitional meetings of cadet academy students to support their decisions for best placement. The transitional team included a designated CAES counselor, probation officer, and other community representatives that could positively impact cadet placement.	BUDGETED	ESTIMATED ACTUAL

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.

Staff maintained current status of communication with parents whose children were attending school in juvenile hall and the correctional academy. Parents of students attending PTC were invited and encouraged 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 participated in conferences, IEP meetings, graduation ceremonies, and other school events 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
Number of cohort meetings and campus visits/special events conducted.	At least 22 cohort meetings/campus visits/special events.
Number of CAES foster youth receiving individual counseling services.	At least 6 students received services.
Due to shifts in foster youth population on an annual basis and the goal for all students to receive counseling, baseline established that 100% of CAES foster youth will receive individualized counseling services.	All foster youth received individualized counseling services, including academic counseling.
Due to shifts in foster youth population annually and the goal for all students to receive counseling, baseline established that 100% of interested CAES foster youth seniors will complete the FAFSA application process.	All qualified students received assistance in completing FAFSA applications and community college registration.
Baseline established in 2017-18 at 100% 100% of interested CAES seniors will complete the FAFSA application process.	All CAES seniors received assistance for the completion of FAFSA application.
50% of eligible foster youth will remain in their school of origin if its in their best interest.	More than 50% of foster youth remained in their school of origin.
15% of county foster parents will attend foster parent workshops in 2018-19.	More than 15% of county foster parents attended workshops.
100% of CAES foster youth will be monitored for attendance in 2018-19.	All identified foster youth were monitored for attendance.
CAES foster youth attendance rate will be 50%	Foster youth attendance rate was at least 50%.
Provide three AB490/AB167 policy trainings.	3 Trainings provided.

Expected	Actual
Facilitate 11 Executive Advisory Council stakeholder meetings.	11 Executive Advisory Council stakeholder meetings were facilitated.
100% or students will have records transferred from school of enrollment to new school of enrollment in 2018-19	All records transferred.
Implement the Expelled Youth Plan that was adopted in 2018 and report on actions annually to district superintendents	Implemented the Expelled Youth Plan that was adopted in 2018 and reported on actions to district superintendents

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 Inform foster youth about post-secondary options by maintaining quarterly cohort meetings, conducting post secondary knowledge survey, providing opportunities to learn about various careers, supporting district level youth meetings, providing opportunities for campus/vocational program visits, continuing to provide individual counseling services to juvenile detention and independent study and charter school foster youth, and ensuring every middle and high school foster youth receives a Madera County Resource Guide.	ACTUAL Informed foster youth about post-secondary options by maintaining quarterly cohort meetings, conducted post secondary knowledge survey, provided opportunities to learn about various careers, supported district level youth meetings, provided opportunities for campus/vocational program visits, continued to provide individual counseling services to juvenile detention and independent study and charter school foster youth, and ensured every middle and high school foster youth received a Madera County Resource Guide.	BUDGETED 4.01 - 1 $90,700 $100,000 $8400	ESTIMATED ACTUAL $115,000 $45,700 $8,400

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue assisting high school seniors in completing the FAFSA by the March 2 deadline by continuing to conduct two student workshops and following up with individual students to ensure the process is complete; 100% of seniors will complete the FAFSA application process./vocational program visitations	ACTUAL Assisted high school seniors in completing the FAFSA by the March 2 deadline by conducting two student workshops and followed up individually with students to ensure the process is complete; 100% of seniors completed the FAFSA application process.	BUDGETED 4.02 - 1 $90,700 Sal & Benefits $14,800 Supplies & Services Foster Youth ($100,000 Inc Above)	ESTIMATED ACTUAL $115,000 Sal & Benefits; $14,800 Supplies & Services

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Assist students in the completion of the community college matriculation process by conducting community college workshops and the facilitation of assessment and advisory day dates and following up with individual students to ensure positive transition to the	ACTUAL Assisted students in the completion of the community college matriculation process by conducting community college workshops and the facilitated assessment and advisory day dates; followed up with individual students to ensure positive transition to the community college; 100%	BUDGETED 4.02 - 1 $90,700 Sal & Benefits $14,800 Supplies & Services Foster Youth ($100,000 Inc Above)	ESTIMATED ACTUAL $115,000 Sal & Benefits; $14,800 Supplies & Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
community college; 100% of interested CAES foster youth will complete the matriculation process.	of interested CAES foster youth completed the matriculation process.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue to ensure school stability, immediate enrollment and transfer of credits received for newly enrolled foster youth by ensuring MCSOS staff is familiar with FYS board policy, ensuring that elements of the county-wide interagency agreement for foster youth support services are upheld, providing three AB490/AB167 and credit policy training opportunities for stakeholders, continuing to provide self-advocacy skills training to foster youth, ensuring foster youth “best interest” determination for school of origin decisions are considered, and continuing to host the Madera County Foster Youth Executive Advisory Council monthly meeting.	ACTUAL Continued to ensure school stability through immediate enrollment and transfer of credits received for newly enrolled foster youth by ensuring MCSOS staff is familiar with FYS board policy, ensured that elements of the county-wide interagency agreement for foster youth support services were upheld, provided three AB490/AB167 and credit policy training opportunities for stakeholders, continued to provide self-advocacy skills training to foster youth, ensured foster youth “best interest” determination for school of origin decisions were considered, and continued to host the Madera County Foster Youth Executive Advisory Council monthly meeting.	BUDGETED 4.02 - 1 $90,700 Sal & Benefits $14,800 Supplies & Services Foster Youth ($100,000 Inc Above)	ESTIMATED ACTUAL $115,000 Sal & Benefits; $14,800 Supplies & Services

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue providing educational counseling and monitoring for the educational success of CAES foster youth by continuing the development of post-high school plans for every foster youth, conducting post post-secondary plan annual updates, continuing the academic evaluation of foster youth upon enrollment and annual academic evaluation review for current students, continuing AB167 screenings, extending biweekly progress check and post-secondary school options information to include 9th and10th grade foster youth.	ACTUAL Continued educational counseling and monitoring for the educational success of CAES foster youth by continued development of post-high school plans for every foster youth, conducted post-secondary plan annual updates, continued the academic evaluation of foster youth upon enrollment and annual academic evaluation review for current students, continued AB167 screenings, extended biweekly progress check and post-secondary school options information to include 9th and10th grade foster youth.	BUDGETED 4.05 - 1 $90,700 Sal & Benefits ($90,700)	ESTIMATED ACTUAL $115, 000 Sal & Benefits; $115,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue facilitating the monthly Madera County Foster Youth Executive Advisory Council, which includes LEAs, Department of Social Services, Probation and other community stakeholders; and implement capacity building training opportunities based on feedback from stakeholders.Coordinate services with county child welfare and Probation by providing education-related information to the county child welfare agency to assist	ACTUAL Facilitated the monthly Madera County Foster Youth Executive Advisory Council, which includes LEAs, Department of Social Services, Probation and other community stakeholders; and implemented capacity building training opportunities based on feedback from stakeholders. Coordinated services with county child welfare and Probation by providing education-related information to the county child welfare agency to assist	BUDGETED 4.06 - 1 $90,700 Sal & Benefits	ESTIMATED ACTUAL $115, 000 Sal & Benefits;

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
in the delivery of services to foster youth, and responding to requests from the juvenile court for information and working with the court to ensure the delivery and coordination of necessary educational services.	in the delivery of services to foster youth, and responded to requests from the juvenile court for information and worked with the court to ensure the delivery and coordination of necessary educational services.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue coordinating monthly foster parent workshop series and alternative viewing locations; increase outreach to foster parents and obtain 15% of county foster parent participation in workshop series.	ACTUAL Coordinated monthly foster parent workshop series and alternative viewing locations; increased outreach to foster parents and obtained 15% of county foster parent participation in workshop series.	BUDGETED $90,700 Sal & Benefit	ESTIMATED ACTUAL $115, 000 Sal & Benefits;

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED Continue monitoring the attendance of students in 11th and 12th grade; extend attendance monitoring to include foster youth in 9th and 10th grade; attendance rate will be 50%.	ACTUAL Monitored the attendance of students in 11th and 12th grade; extended attendance monitoring to include foster youth in 9th and 10th grade; attendance rate was at least 50%.	BUDGETED Sal & Benefit Foster Youth	ESTIMATED ACTUAL Sal & Benefits; Foster Youth

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. With the implementation of the Foster Parent Connection, more foster parents were involved with Foster Youth Services and obtained valuable information useful in advocating for children in the schools and trying 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.

Assisted 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 was complete and facilitated the development of a mechanism for tracking FAFSA completions.

Assisted interested independent study and charter school seniors to complete the community college matriculation process by conducting a community college overview workshop, scheduled and implemented matriculation workshop dates for the on-line application and orientation, facilitated an assessment preparation workshop and two assessment test dates, facilitated an advisory day at Madera Center to develop the student Education Plan, followed up with individual students and ensured a connection to a community college foster youth program; gathered base line data.

Ensured 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,

Developed a process for the continuous monitoring of independent study and charter school foster youth attendance; began monitoring foster youth in 11th and 12th grade; gather baseline data.

Stakeholder Engagement – Needs Assessment

SPSA Year: **2019-2020**

The involvement process for the review of the 2018-2019 SPSA, and writing of 2019-2020 SPSA occurred throughout the 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 and SPSA 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 2019-2020 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-promise 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 April 8, 2019 and two were held on April 11, 2019 at different sites and time to increase participation. CTA and CSEA representatives actively participated in these LCAP stakeholders' meetings. In addition, there were many opportunities through feedback for the WASC visit on April 5, 2019.

2. Quarterly CAES School Site Council Meetings, held on the following dates:

a. September 20, 2018 - Waiver Process and CAES combination process shared, evaluation and preliminary discussion of timeline.
b. February 31, 2019 – Unified CAES meeting SPSA Provided for All Members / Officers Elected / Staff and Community Input for SPSA
c. March 28, 2019 – Parent / Community / Staff Input - Budget presented and approved by CAES School Site Council
d. May 23, 2019 – SSC approval of PTC SPSA; recommend to MCSOS Board of Trustees on June 11th, 2019.
e. May 30, 2019 - SSC approval of MCSOS and MCIA SPSAs; recommend to MCSOS Board of Trustees on June 11th, 2019.

3. 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.
4. LCAP team participated in meetings provided by MCSOS Educational Services staff that reviewed all components of the new template and evaluation rubrics 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?

- **Student Achievement**: After CDE Dashboard results from 2018-19, were shared with CAES division staff and community, data indicated a need for more focus on increasing student achievement in the following areas: ELA, Math, Graduation rates, College and Career Readiness, EL Reclassification, and lowering the suspension rate and chronic absenteeism. Suggestions from parents / community included possible intervention teachers who can focus on students need. The purchase of the 2-year, iReady online diagnostic and intervention and assessment program that will assist students on an individual / differentiated levels in ELA / Math. Current graduation rates were increased

significantly when the CAES counselors re-evaluated their actual credits earned and reclassified their grade-level status. This gave a more accurate measurement of the current achievement level for graduation requirement indicator based on a one-year cohort..

- **Technology Integration / Staff Development:** Provide more technology integrated instruction. Students currently have access to updated technology for educational purposes. Additional Chromebooks were purchased to be used with all students in the facility and career exploration activities.

- **Professional development:** PD has increased significantly for teachers at Endeavor/Voyager, who receive quality professional development from MCSOS almost weekly, in addition to professional development accessed through other academic organizations. Professional development has focused primarily on increasing academic achievement in ELA, and providing quality instruction to EL students by improving delivery of ELD lessons. Another are of focus continues to be having more training on effective instructional strategies to address CCSS, standards aligned curriculum and Odysseyware. In addition, even though CAES staff has received numerous professional developments in the area of incorporating technology in regular instruction, there have been several teacher-lead presentations on the use of Google Classroom and other effective uses of technology.

- **Parent Input**: Parent and community members suggested that the website be updated and in Spanish. A newsletter, additional phone calls, and office letters can be posted within the school bulletin boards. SSC members also expressed that meaningful parent involvement is an ongoing challenge, but maintaining an open-communication and transparent relationship with parents will include the level of trust with CAES Alternative Ed. Services.

Stakeholders meetings and staff, student and parent input had the following impact in the development of the 2019 - 2020 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, and will be achieved through at least two monthly meetings with an academic counselor with the teachers. Common late-start days and staff meetings will also be implemented for these purposes.

Meaningful parent involvement is an ongoing challenge. There are many factors that influence the families of these at-promise 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.

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.

Agenda Item 8.5.1

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
Alan Macedo	**X**				
Donna Gilstrap		**X**			
Cheryl Clawson		**X**			
Corry Perez		**X**			
Betty Klein		**X**			
Maya Falcon			**X**		
Yolanda Lopez				**X**	
Jamie Snow				**X**	
Rebecca Douglas				**X**	
Alexia Romero					**X**
Javier Garcia					X
Emiliano Calderon					X
Total Members	1	4	1	3	3

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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	2019-20	2020-21	2021-22
Develop an individual Graduation progress plan to ensure graduation Progress is met and post-secondary options are explored	100% of students will be put on individual graduation progress plan	100% of students will be put on individual graduation progress plan	100% of students will be put on individual graduation progress plan	100% of students will be put on individual graduation progress plan
100% of students in the facility for more than 15 days will be given career interest survey	100% of students in the facility for more than 15 days will be given career interest survey	100% of students in the facility for more than 15 days will be given career interest survey	100% of students in the facility for more than 15 days will be given career interest survey	100% of students in the facility for more than 15 days will be given career interest survey
Students in the correctional academy will complete a career assessment within the first month of them being in the cadet academy	All students	All students	All students	All students
All EL students will take the ELPAC and be evaluated on reclassification criteria	All students	All students	Implement assessment used for reclassification All Students	Implement assessment used for reclassification All Students
100% of students access to Standards aligned instructional		All students	All students	All students

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
materials. Students will improve grades and more credits will be earned.	All students			
100 % 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	100 % 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	All students.	All students.	All students.
All SPED students receive targeted support and appropriate special education service	All SPED students receive targeted support and appropriate special education service	All students.	All students.	All students.
All students with valid scores on CAASPP will show individual growth on ELA and Math tests	All students with valid scores on CAASPP will show individual growth on ELA and Math tests	All students.	All students.	All students.
Students who would need access to UC approved courses can be accommodated on an individual basis online, however the school does not	Students who would need access to UC approved courses returning to their home school can be accommodated on an individual basis online, however the school does not receive UC completion	All students.	All students.	All students.

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
receive UC completion rates for purposes of accountability.	rates for purposes of accountability.			
ELPI score was suspended by State until 2020 as a result of new testing criteria	To be established in 2020.	There were not enough students to display performance.	Growth on Status/ Change.	Growth on Status/ Change.
Students who would need access to Advanced placement can be accommodated on an individual basis online, however the school does not receive school AP rates for purposes of accountability	Changes often.	All students.	All students.	All students.
As an alternative school, graduation rates are not calculated because there will be no students in a four-year graduation cohort, however, the programs may become accountable for graduation rates if the new DASS	Establish one year cohort	Too few students to provide performance.	Increase one-year graduation rate.	Increase one-year graduation rate.

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
school one-year cohort is adopted.				
Maintain a 12-1 student to teacher ratio	Not to exceed 12:1 ratio	Not to exceed 12:1 ratio	Not to exceed 12:1 ratio	Not to exceed 12:1 ratio
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

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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 $17,900 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)

All

Scope of Service:

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

Schoolwide Project

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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 LCFF – Base Salary & Benefits ($3700 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	Principal	1. Align CAES Career with credit evaluation	1.3 $3000

implement with all students in the correctional academy within the first month of them being in the cadet academy.	Teacher on Special Assignment (Curriculum & Assessment) Teachers MCSOS IT Department	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	$1700 LCFF - Base Salary & Benefits ($2900 Inc in 1.1) Services

Goal 1 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	English Learners

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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	$3200 Title I $3300 S&C $700 S&C

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

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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 Admin Team (Curriculum & Assessment MCSOS) Teachers	1. Add technology to Pods to engage students 2. Encourage staff to review textbooks, novels, etc. to increase student engagement	1.5 $9,300 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

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged
Unchanged

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	$ 248,300 LCFF – Base Salaries & Benefits $165,900 Title I

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

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged
Unchanged

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 $5200, $2100 $63,600 $10,000 LCFF and Title I Services & Travel 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 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	2019-20	2020-21	2021-22
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	Two presentations	Presentations to help students be more	Present the two presentations, one each semester to all students in	Present the two presentations, one each semester to all students in

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
more connected to their community.		connected to their community.	juvenile hall and the cadet academy.	juvenile hall and the cadet academy.
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	Not provided on Dashboard.	Maintain or increase rate	Maintain or increase rate.
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	Maintain or decrease rate.	Maintain or decrease rate.	Maintain or decrease rate.

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
	determination of the 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.	Students not expelled from program.	Students not expelled from program.	Students not expelled from program.
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	One Counselor	Maintain Counselor	Maintain Counselor	Maintain Counselor

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
students in the cadet academy.				

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

2019-2020 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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	$248,300 $12,700 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

2019 - 20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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. $9100 $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

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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 $24,300 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	2019-20	2020-21	2021-22
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	2019-20	2020-21	2021-22
		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

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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 $6900 $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

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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 $10,100 $ 1,000 , $6900 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)

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

All	Schoolwide programs

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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 $3,700 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)

Unchanged

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	2019-20	2020-21	2021-22
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	Average score on Post-Secondary Knowledge Survey	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

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
Development/dissemination of a county - wide resource guide.	Completed	Provide to all eligible students	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.
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	All seniors annually	All seniors annually	All seniors annually	All seniors annually
Number of CAES Seniors who complete the community college matriculation process.	All seniors	All seniors annually	All seniors annually .	All seniors annually
Number of School Placement changes	Changes annually.	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

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
Average number of foster parents who attend monthly foster parent workshops.	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.
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	50% attendance	Increase number of CAES foster youth monitored for attendance.	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.

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
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.	Implement new protocols for transfer of records for all foster youth students	Implement new protocols for transfer of records for all foster youth students
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	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

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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. Foster Youth Services meets bimonthly with students 2. Provide at 5 college/university visits during the school year 3. Counselor will meet with CAES foster youth and review the credit evaluation 4. Inform students as to 5. activities and opportunities available 6. 3. Develop and maintain Resource Guide 7. 5. Review options for school	4.1 $90,700 $100,000 $8,400 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

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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 $90,700 $100,000 $8,400 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

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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.	4.3 $115,00 $45,700 $8,400 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 $115,00 $45,700 $8,400 Foster Youth Salaries & Benefits (Inc in 4.1)

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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.	$115,00 $45,700 $8,400 Foster Youth Salaries & Benefits (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

2019-20 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 $115,000 $45,700 $8,400 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

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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 $115,000 $45,700 $8,400 Foster Youth Salaries & Benefits (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)	Scope of Service: (Select from Schoolwide or Limited to Indicated Student Group(s)):
Foster Youth	Foster Youth

2019-20 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Select from New, Modified, or Unchanged

Unchanged

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 $115,000 $45,700 $8,400 Foster Youth Salaries & Benefits (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, 2019 June 30, 2020		$126,696	Title I, D funds
Teacher 40% --10% counseling --30% electives	July 1, 2019 June 30, 2020		$ 39,274	Title I, D funds
Counselor 20%	July 1, 2019 June 30, 2020		$47,190	Title I, D funds
Program Director	July 1, 2019 June 30, 2020		$25,748	Title I, D funds
Instructional Assistant 100%	July 1, 2019 June 30, 2020		$54,615	Title I, D funds
Substitute Teachers	July 1, 2019 June 30, 2020		$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, 2019 June 30, 2020		$25,884	Title I, D funds
Subtotal	$ 319,407			
Indirect Costs	$30,199			

Total	$ 349,606

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 Endeavor/Voyager currently.

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

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

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

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

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

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

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

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

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

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

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

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

Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students *Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards.* ***(Title III funds may not be consolidated as part of a SWP[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	$1,472	NO
Total amount of federal categorical funds allocated to this school.	$1,472	
Total amount of state and federal categorical funds allocated to this school.	$1,472	

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:

_____	_____	_____
Typed name of School Principal	Signature of School Principal	Date
_____	_____	_____
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