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

Agenda Item 8.8

Board of Education Action Item
October 12, 2021

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

[Approval of annual plans]
8.8.1 Madera County Superintendent of Schools for Court and Community
8.8.2 Madera County Superintendent of Schools for Gould Educational Center

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

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

The school-parent compact is a written agreement between teachers, parents and students. This 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:
$355,094.00 (Gould Educational Center)
$591,971.00 (Endeavor/Voyager Secondary)

Resource:
Alan Macedo
Program Director,
Career & Alternative Education Services

Jessica Drake
Assistant Executive Director
Student Program & Services

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

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

8.8.1

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Endeavor/Voyager Secondary (Juvenile Hall)	20102072030153	09/30/2021	

Purpose and Description

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

Schoolwide Program

The SPSA will continue to focus on providing opportunities for students to achieve at a high level through the evolution of rigorous instruction. Access to instructional technology through the use of tablets, Chromebooks, and an improved school library will be maintained. Chromebooks recently purchased for the facility continue providing safe internet access, with increased safety measures provided by GoGuardian software, to educational sites approved by MCSOS IT department and the Madera County Probation Department (MCPD). 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 students move closer to reclassification as English Fluent Proficient. School counseling staff will connect with Juvenile Hall students as they prepare to transition back to their schools of residence or post-secondary opportunities. Students in the Cadet Academy (Voyager) will participate in interest surveys and career assessments, as well as, transitional meetings to plan for returning to their home district. School counselors continue working diligently to screen and determine eligibility for various state assembly bills that allow qualified students to graduate from high school by meeting minimum California high school diploma requirements. By maintaining a low student to teacher ratio and assigning school counselors to student cohorts, Cadet Academy students and those students attending school in Juvenile Hall (Endeavor) will receive greater academic support and guidance to provide motivation toward completing high school. These changes have benefited all students, as expressed by teachers and correctional staff. Teachers, principals, administrators and school counseling staff will continue to emphasize the importance of academic progress toward graduation. As students prepare to transition from the correctional facility, staff will conduct transitional meetings that will include students, parents /guardians, teachers, counselors, and probation officers. To improve parent participation on formal and informal committees when current COVID-19 restrictions are lifted (although virtual meetings allow greater access) staff will make personal contacts through phone calls to encourage involvement.

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Anonymous surveys were provided to all students, parents, teachers, support staff and principals in Spring of 2020-21 school year. A summary of data and specific feedback provided by stakeholders, parents, and students includes the following:

Survey completion rate for parents was 31% and 95% for students in Juvenile Hall, while surveys for teachers, staff, school counselors, and principals yielded a 91% completion rate. In addition, stakeholder input sessions were facilitated via Zoom, to gather additional feedback.

Stakeholder input:

Meetings were held over several days at various times to ensure all stakeholders had ample opportunity to provide input. In order to comply with health and safety guidelines, meetings were held virtually using the Zoom platform where parents could participate by phone or online. The qualitative data collected during meetings, along with comments from staff, students, and parent surveys indicates stakeholders feel the greatest areas of strength include:

From the student survey:
1. 90% of students felt safe at school.
2. 81% of students expressed that teachers want them to succeed in classes.
3. 52% of students want more help with their school work.
4. 86% agreed that behavioral expectations are clear.
5. 75% of students felt teachers and other adults care about them and treat students fairly.
6. 81% felt comfortable speaking English in class, and 81% also felt that they received the support needed in class.
7. 71% would like to participate in welding courses, and 57% would like to participate in construction CTE courses.

From the parent survey:
1. 91% believe their concerns are taken seriously by the school.
2. 91% agree the school supports multiple opportunities to engage in understandable and accessible two-way communication between families and educators.
3. 91% agree that students learn skills that will help them in life.
4. 94% agree that Endeavor/Voyager promotes academic success for all students.
5. 80% feel the school staff build trusting and respectful relationships with families.
6. 73% feel the school helps families to understand and exercise their legal rights and advocate for their own students and all students.

From the teacher, principals, school counselors and support staff survey:
1. 87% of teachers feel instructional time is used productively.
2. 90% feel the school is well maintained.
3. 87% feel everyone at the school can be successful.
4. 97% feel the principal and staff show respect, consideration, and sensitivity to students and parents.

5. 42% feel that students, staff, and parents feel personally responsible for what happens at school.

Classroom Observations

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

Classroom formal observations conducted every two years and informal observations are ongoing. During the COVID-19 Pandemic, new instructional tools, such as Zoom, allowed for increased informal classroom observations during instruction from remote sites. Additionally, teachers were able to benefit from professional learning opportunities that were available virtually, and implement professional learning strategies in their instruction.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CAASPP, ELPAC, i-Ready, and LAS Links data used to guide instruction and planning for professional development. In addition, results of these assessments are used to determine reclassification criteria for English Learner students. LAS Links assessments provide English proficiency data specific to the speaking listening, reading, and writing domains. This information allows instructional practices to target all domains, and focus instructional supports to address areas of difficulty for students. i-Ready assessments not only provide grade-level proficiency data for ELA and math, but also prescribe individualized lessons for each student to address subskill weaknesses in each content area.

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

Reclassified English learners are monitored for four years after reclassification. Data from local assessments, i-Ready, and LAS Links provides better indicators on progress of all students, especially in high school since state assessments (CAASPP) for ELA and math are only administered once during the eleventh grade.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Madera County Superintendent of Schools (MCSOS) teaching staff meets CDE requirements.

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

All teachers received ongoing professional development on a weekly basis, providing networking opportunities with teachers from other alternative education schools. Professional development focused on learning to benefit all students holistically, by focusing on academics and social-emotional needs. Staff members receive professional learning at least every Friday from MCSOS staff in the areas of ELD, ELA, math, and effective use of technology. Partnerships with Madera County Department of Behavioral Health have allowed multiple trainings on Trauma Informed Practices, mental health self-care, referrals for behavioral/mental health counseling, and other SEL topics, including Suicide Prevention.

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

Teachers used local assessment data from i-Ready, LAS Links, and data from state assessments to plan instruction for students using Common Core State Standards (CCSS). Although most students are enrolled in Juvenile Hall for an average of 24 days, and state assessments may be administered during their enrollment, assessment results indicate students are not meeting standard in ELA and Math. To address these content areas, i-Ready prescriptive lessons will support each student in each of their subskill weaknesses through individualized prescribed lessons. Professional development will support building pedagogical capacity for all teachers in these subject areas.

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

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

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

Juvenile Hall teachers collaborated several times per week, and also collaborated with other Career Alternative Education Services (CAES) teachers several times per month to discuss effective instructional practices. Teachers have the opportunity to be part of the CAES Curriculum Committee to review curriculum and make recommendations on new CCSS curriculum.

Teaching and Learning

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

Teachers teach the CCSS standards using a variety of curricula and have increased academic rigor through the use of supplemental ELA/ELD StudySync. The focus of all professional development has included LCAP, WASC, SPSA, and CCSS standards alignment throughout the year.

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

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

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

Currently, there are not any students in Grades K-8, but teachers align curriculum to meet the needs of students. The current program utilizes i-Ready for ELA and Math, which includes a standards-based intervention program for students with lessons to support identified sub-skill weaknesses in each subject area.

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

Standards-bases instructional materials are reviewed by the CAES Curriculum Committee and administrators to ensure they are appropriate for all students. Since the StudySync ELA/ELD roll-out in Spring 2021, the CAES Curriculum Committee is reviewing math and social-science curriculum to update/supplement current curriculum as well. Also, Odysseyware provides online courses in all subject areas and has many elective course offerings for all students.

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

All students take academic courses that are standards-aligned and include standards-based instructional materials appropriate to their grade level. i-Ready delivers online lessons that provide tailored instruction and practice for each student to accelerate growth toward academic proficiency in ELA and Math. The CAES Curriculum Committee continues to research standards-aligned curriculum and materials to ensure all students maintain progress toward graduation and can return to their home districts without needing to take additional credit recovery courses.

Opportunity and Equal Educational Access

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

Students are provided direct instruction with support from an instructional assistant, and students requiring specialized services receive additional support from an RSP teacher. The use of i-Ready lessons for ELA and Math continues to provide individualized support for each student by addressing subskill weaknesses and promotes academic growth toward grade-level proficiency.

Evidence-based educational practices to raise student achievement

1) All Professional Growth and Development is based on student achievement needs and staff input based on evidenced-based practices.
2) All supplemental curriculum is reviewed by the CAES Curriculum Committee (formed in 2019-20) for additional curriculum purchases.
3) Technology integration has been coupled with ongoing group and individual supports by content specialists through professional learning.
4) Although COVID-19 has impacted some logistics in Juvenile Hall, teachers, staff, and principal continue to focus on students' SEL and academic needs.
5) Ongoing "best-practices" are shared and reviewed at CAES PLCs, based on data disaggregation.

Parental Engagement

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

ParentSquare allows the principal, teachers and school counselors to share resources efficiently with all parents, while allowing individual, two-way communication with parents as needed. Opportunities for parents/guardians to provide feedback are shared through ParentSquare and allows staff to determine who is not receiving communication from the school. Parent workshops facilitated by school counselors are planned throughout the year at times most convenient to parents. Through the use of Zoom, more families are able to attend virtually.

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

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

- School Site Council
- English Learner Advisory Committee (ELAC)
- Juvenile Hall teachers, staff, and principal
- Juvenile Probation Department

Funding

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students, teachers, Juvenile Probation, Behavioral Health, and other stakeholders is critical to the development of the SPSA. The SPSA involvement and review

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

- School Site Council
- English Learner Advisory Committee (ELAC)
- Administration Team
- Curriculum Collaboration Groups
- Parents
- Students
- Community
- Treatment Team Meetings

Resource Inequities

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

No resource inequalities were identified as part of the Endeavor/Voyager needs assessment.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	8%	2.33%	7.7%	2	1	1
African American	4%	2.33%	%	1	1	
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	84%	86.05%	69.2%	21	37	9
Pacific Islander	%	0%	%		0	
White	4%	6.98%	23.1%	1	3	3
Multiple/No Response	%	0%	%		0	
			Total Enrollment	25	43	13

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 8	2	1	
Grade 9	1	6	1
Grade 10	4	8	4
Grade 11	9	13	4
Grade 12	9	15	4
Total Enrollment	25	43	13

Conclusions based on this data:

1. Demographics of Juvenile Hall students are not representative of Madera County demographics.
2. Higher concentration of credit deficient students in grades 11 and 12.
3. COVID-19 caused significant a decrease in enrollment of students in Juvenile hall since school closures in March 2020.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	9	13	5	36.0%	30.2%	38.5%
Fluent English Proficient (FEP)	7	12	3	28.0%	27.9%	23.1%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

Conclusions based on this data:

1. Juvenile Hall students have not met grade level standard in ELA.
2. Common Formative Assessments (i-Ready) provide updated academic achievement data for ELA for all students more often than CAASPP data.
3. Data is two years behind due to the impact of COVID-19 on state assessments, and too few students requiring testing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

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

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

Conclusions based on this data:

1. There was an improvement in the area of Communicating Reasoning for 11th graders from SY 17-18 to SY 18-19 school years.
2. Common Formative Assessment (i-Ready) data provides updated academic achievement data in math for all students more often than CAASPP data.
3. Data is two years behind due to impact of COVID-19 on state assessments, and too few students requiring testing.

School and Student Performance Data

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. Too few students to gather data.
2. LAS Links and i-Ready assessments provide relevant data compared to ELPAC given the few students required to complete state assessments.
3. Increase integrated and designated ELD.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
43	100.0	30.2	4.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	30.2
Foster Youth	2	4.7
Socioeconomically Disadvantaged	43	100.0
Students with Disabilities	4	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	2.3
American Indian	1	2.3
Hispanic	37	86.0
White	3	7.0

Conclusions based on this data:

1. High percentage of at-promise students that are English Learners.
2. Disproportionate amount of Hispanic students compared to Madera County demographics for 13-18 year olds.
3. 100% of Juvenile Hall students are Socio-Economically Disadvantaged.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** Orange
	Chronic Absenteeism No Performance Color	

Conclusions based on this data:

1. Need to increase behavior interventions to reduce suspensions, such as, referrals to behavioral counseling, conflict resolution skills, restorative justice, etc.
2. CALPADS data shows a decrease of 67% in Suspension Rate from 2019 Dashboard to 2020-21 school year.
3. COVID-19 Pandemic impacted having updated Suspension Rate Data.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1. Too few students to gather data.
2. Need for local formative assessments like i-Ready and LAS-Links.
3. No data available due to COVID-19 Pandemic.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

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

Conclusions based on this data:

1. There is not sufficient data as the number of students assessed is too low.
2. Need to use i-Ready to gather data for mathematics.
3. No state data available for review due to COVID-19 Pandemic.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

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

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

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

Conclusions based on this data:

1. Need to increase integrated and designated ELD instruction for all EL students.
2. Use LAS Links as local assessment for ELs to gather meaningful data in the four domains.
3. Need to disaggregate ELPI data locally due to the low number of students requiring testing not yielding Dashboard Data.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

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

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
15	4	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	0	Less than 11 Students - Data Not Displayed for Privacy
	15	1

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

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

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

Conclusions based on this data:

1. Too few students enrolled to generate meaningful data on College/Career Indicator.
2. Need to track local data from school counselors facilitating transition plan meetings, since the low number of students will not yield Dashboard data.
3. Consider phone bank data for following up with students that transition to their home districts or graduate high school from Juvenile Hall.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	2	0

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

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

Conclusions based on this data:

1. Students at Juvenile Hall have an attendance rate of almost 100%.
2. Great opportunities to ensure students make academic progress due to regular school attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
26.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
15	4	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	26.7	Less than 11 Students - Data Not Displayed for Privacy
	15	1

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 23.1 13	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 0 Students

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
	26.7

Conclusions based on this data:

1. Need to track local data from school counselors facilitating transition plan meetings, since the low number of students will not yield Dashboard data.
2. As a DASS school, Juvenile Hall is on one year-graduation rate.
3. Students are in Juvenile Hall fewer than 30 days on average, so most will graduate from their school of residence.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
3.6	3.6	0
Increased +2.7	Increased +1.6	Maintained 0
220	55	31

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	3.6	0
	Increased +2.7	Declined -5.6
	220	28

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 13	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 4 Increased +2.8 176	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		No Performance Color 5 Increased +5 20

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.9	3.6

Conclusions based on this data:

1. Suspensions increased for SED students and decreased for SWD.
2. State data is not current due to impact of COVID-19 Pandemic.
3. During 2020-21 school year, Juvenile Hall had a 1% suspension rate (CALPADS data), which was lower than previous years.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

Juvenile Hall (Endeavor/Voyager) students will stay on track to graduate and qualify as prepared to be college career ready through state adopted standards-based instruction.

Goal 1

Juvenile Hall (Endeavor/Voyager) students will stay on track to graduate and qualify as prepared to be College Career Ready through the use of state adopted standards-based instructional materials.

Identified Need

The LCFF Evaluation Rubrics, Dashboard Alternative School Status (DASS), became available in December 2018. Although there were not enough students assessed to collect data, academic indicators reveal that students are not meeting standard in ELA and Math, which leads to instruction needing delivery with equal consistency and increased rigor utilizing up-to-date curriculum. Where possible, and with permission from the probation department, more project-based learning should be implemented, as well as, the use of technology for instructional purposes. Although there was progress made in serving English Learners, more work needs to be accomplished in this area specific to supporting English Learner students to be reclassified Fluent English Proficient. Provide ongoing monitoring of reclassified students, and use appropriate instructional strategies for identified English Learners yet to be reclassified. Online assessments, such as i-Ready and LAS Links, provide valuable data on EL student proficiency in ELA and math instructional practices. A comprehensive professional development plan ensures high quality and rigorous instruction for both areas. Areas of need identified to be addressed in this professional development plan include research-based instructional strategies for all students including English Learners, use of instructional technology, working with students on IEPs or 504s, differentiated instruction, and mentoring/coaching new teachers, along with content specific ELA/ELD and math. Improved transition planning for those "long term commit" students is an additional area of need. Communication between instructional staff in Juvenile Hall and schools of residence when students are preparing to be released from custody has improved allowing for easier student transitions. A school counselor meets with students regularly, contributing to transition plans that are easily understood by students and available upon their release from custody. In addition, transition plans provide students a variety of educational options and an understanding of requirements for each district.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students that Meet or Exceed standard as measured by CAASPP ELA (Priority 4)	2018/19: 0%	10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students that Meet or Exceed standard as measured by CAASPP MATH (Priority 4)	2018/19: 0%	10%
Percentage of ELs scoring Level 3 (Expanding/Bridging) or 4 (Bridging) as measured by ELPAC (Priority 4)	2018/19: 60%	50%
Number of EL Reclassifications (Priority 4)	0 students in 2020-21	1 student
Percentage of students with access to a broad course of study (Priority 7)	100%	100%
Percentage of properly credentialed teachers as measured by SARC review (Priority 1)	100%	100%
Percentage of sufficient core instructional materials as measured by annual board resolution of “Sufficiency of Instructional Materials” (Priority 1)	100%	100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students in the Cadet Academy and students with longer sentences will have an Individual Graduation Progress Plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
28,920	LCFF - Base 1000-1999: Certificated Personnel Salaries counselor

209,746	LCFF - Base 1000-1999: Certificated Personnel Salaries 2 teachers
13,763	LCFF - Base 1000-1999: Certificated Personnel Salaries .09 Administrator
0	

Strategy/Activity 2

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

All Students

Strategy/Activity

Career interest survey for all students in incarcerated for more than fifteen days.

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

Amount(s)	Source(s)
27,969	Title I Part D 1000-1999: Certificated Personnel Salaries counselor time

Strategy/Activity 3

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

All Students

Strategy/Activity

Career assessment implemented with all students in the Correctional Academy within the first month of sentencing. Academic counselor meets with students in the academy regularly to administer Career Assessments and discuss results.

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

Amount(s)	Source(s)
0	Title I Part D 1000-1999: Certificated Personnel Salaries already in Activity 1 and 2

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learner (EL) students

Strategy/Activity

All EL students will be assessed using ELPAC and evaluated on reclassification criteria. i-Ready and LAS Links will provide proficiency data to support meeting criteria for reclassification.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
31,431	Title I Part D 1000-1999: Certificated Personnel Salaries ELD Director
8,580	Title I Part D 5800: Professional/Consulting Services And Operating Expenditures Las Links software

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain all students' having access to standards aligned instructional materials. Continued staff professional development on instructional strategies will continue to contribute to better grades and students will earn more credits toward graduation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,458	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures professional development

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students will receive instruction from State adopted Common Core State Standards and will increase academic proficiency to be demonstrated on local and state assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

100% of students in both Juvenile Hall and the Cadet Academy have access to a course of study that allows them to earn credits that transfer to meet diploma track graduation requirements. Communication with MCSOS CAES registrar and home districts has expedited accessing academic records. Academic counselors are able to provide teachers with updated records and help to give credit-recovery work to all students who are credit deficient. Efficiency in this process helps to ensure students do not fall further behind academically.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9,130	LCFF - Base 2000-2999: Classified Personnel Salaries counselor specialist

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students on IEPs

Strategy/Activity

All SPED students receive targeted support and appropriate Special Education services from RSP teachers, either in the classroom or individually.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19,371	Special Education 1000-1999: Certificated Personnel Salaries SPED teacher

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students with valid scores will show individual growth on ELA and Math tests on i-Ready and LAS Links assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,245	LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures I-Ready

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students needing access to UC-approved courses, as per their home district, will be accommodated on an individual basis online using Odysseyware; however, the school does not receive UC completion rates for accountability purposes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
17,000	Title I Part D 5800: Professional/Consulting Services And Operating Expenditures

	17000

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Socio-Economically Disadvantaged Students

Strategy/Activity

Teachers will use the i-Ready Learning Teacher Toolbox Kit to increase academic achievement for SED students in ELA and Math, since 0% are meeting or exceeding standard on state assessments (CAASPP).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,290	LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures toolbox software

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Socio-Economically Disadvantaged Students

Strategy/Activity

Endeavor/Voyager qualifies as a DASS school for one-year graduation rate. School counselors reclassify students (grade level) based on credits earned, as opposed to years in high school. In addition, students will be screened to determine eligibility for modified, state-approved graduation requirements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	staff cost in above activities

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

In order to increase the number of students enrolled in CTE courses, an Introduction to Welding course will be provided to Juvenile Hall students. A recent student survey (February 2021) yielded 71.4% of students stated an interest in enrolling in a CTE Welding Course. To assist and implement this instruction, virtual welders will be purchased for student usage. The portable welders allow the instructor to create a virtual welding scenario in a safe environment for the learner in absence of an actual welding shop. CTE/ROP teacher will facilitate the class Introduction to Welding course 7.5 hours per week.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,433	Title I Part D 6000-6999: Capital Outlay Realityworks Welding
19,253	LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries welding teacher

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Overall, the articulated goal was achieved through implemented services. Professional development for certificated and classified employees focused on increasing student academic proficiency in ELA. Qualified certificated and classified staff members nurtured, served, and guided students to be college and career ready by creating opportunities for students to give back to the community, and compete in academic competitions consisting of poetry and writing. Cadet Academy students participate in community service throughout Madera County and are often praised for their work ethic and respectful behavior. Teachers and academic school counselor provided regular updates to students to inform them of their academic progress toward completing graduation requirements.

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

The effects of the COVID-19 Pandemic continue to impact educational offerings outside of the classroom, limiting field trips and other extracurricular activities such as sporting events or in-person poetry and essay writing competitions. Teachers have been diligent in creating opportunities for students to safely engage in physical activities to promote holistic health. State

and local assessments data is not available on the dashboard and by allowing optional assessments (ELPAC and CAASPP) students' opportunities to be Reclassified Fluent English Proficient have been affected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During the comprehensive needs assessment process and data analysis, school staff and leadership team members determined that no changes needed to be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Well-Being and Positive Campus Culture

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Many incarcerated students have a history of academic struggles and high absenteeism rates, so this goal aims to target the whole child to account for academic, social-emotional, and behavioral well-being. An annual survey will measure whether students, teachers, principal and educational support staff feel they have best supports in an emotionally, physically and cognitively safe learning environment. Through regularly scheduled professional learning opportunities, all educational staff will develop research-based best practices to support the social-emotional needs of incarcerated youth. Partnerships with Madera County Department of Behavioral Health (and potentially other agencies) will provide relevant SEL training to MCSOS teachers, administrators and support staff directly affecting students in Endeavor/Voyager. In addition, external learning opportunities will allow students to extend educational lessons beyond the classroom, since many seldom have those opportunities in their home districts. Collaboration with Probation department facilitates referrals of students needing additional mental health supports, while school counselors provide academic supports in progress toward graduation, transition to home districts, registration for community college, financial aid applications, and/or other post-graduation opportunities. The inclusion of these SEL supports will contribute to students progressing toward graduation and maintaining 0% chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facilities maintained as measured by SARC review (Priority 1).	2020-21 Good Repair	Good Repair
Attendance rate as measured by district average attendance at P2 (Priority 5).	2020-21 99%	100%
Chronic Absenteeism rate. (Priority 5).	2020-21 0%	0%
Suspension rate (Priority 6).	2020-21 1%	0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The educational services provided by Madera County Superintendent of Schools will maintain a positive collaboration with the Deputy Chief Probation Officer of the Madera County Juvenile facility. The educational administrator will ensure the number of teachers provided to Juvenile Hall and the Cadet Academy will create a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code. The lower class size provides opportunities for more personalized instruction and assistance for unduplicated pupils, and increases all students' ability to access curriculum and earn additional credits toward graduation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
143,448	Title I Part D 1000-1999: Certificated Personnel Salaries 1 additional teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

SED Students

Strategy/Activity

Many students in the correctional facility have low academic performance, contributing to being credit deficient, and not aware of post-secondary options and services. Teachers or academic counselors will prepare one presentation each semester that features community resources, or on a topic that provides future options for students after their time in the correctional facility. Presentations to students help them gain a greater sense of connection and responsibility to the community and commitment to their own learning goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies

	supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students in the correctional facility have low academic performance and lack positive school or community contacts in the comprehensive school settings. CAES academic counselors will work individually and with groups of students from the time of student enrollment through the student's graduation from high school. The work of academic school counselors will develop students' trust in adults, and provide resources in the CAES division and community. As a result, student engagement will increase, and students will commit to their learning goals and post-secondary options.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,200	LCFF - Supplemental and Concentration 4000-4999: Books And Supplies supplies/ student incentives

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Overall, actions and services were implemented to achieve the articulated goal. Educational enrichment activities and field trips were provided for students in the Correctional Academy, which contributed to students emotional and physical well-being . A variety of support services around trauma, mental health, crisis intervention, and truancy reduction were provided to students. Collaboration with Madera County Department of Behavioral Health and other agencies contributed greatly to achieving this goal by providing research-based, trauma informed practices, strategies for mental health self-care, and other SEL topics. All teachers were equipped to better support students and make appropriate referrals to a school counselor or school psychologist. Increased communication with Madera County Juvenile Probation staff has contributed to a better system of support for students, both academically and social-emotionally.

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

Enrichment activities were provided for students; however, expenditures came in lower than expected. Existing employees provided most activities during their regular work hours, along with volunteers from the community, resulting in lower costs. In addition, planned events for 2020-21 were greatly affected as off-campus events could not be attended per safety protocols.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There were not any changes made, although plan continues to be impacted by COVID-19 protocols for incarcerated students and staff.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increased Parent Engagement and Communication

LEA/LCAP Goal

Increase parent involvement by developing meaningful partnerships and participation outreach, in order to increase student engagement, achievement and social-emotional well-being.

Goal 3

Increase parent involvement by developing meaningful partnerships and participation outreach, in order to increase student engagement, achievement and social-emotional well-being.

Identified Need

Academic success of students is greatly influenced by strong relationships with at least one parent or guardian. Using feedback from parents to increase specific program services or consider services that are not offered will contribute to developing the best academic program for all students. Due to the transient nature of incarcerated students, establishing strong school to family relationships will lead to greater student engagement, improved academic success and increased social-emotional well-being of students. Providing families and other pro-social adults with information about the unique academic needs of their students through trainings and other supports will develop their capacity to advocate for their child's academic needs. Research continues to highlight the importance of parents in the academic success of their children, and MCSOS considers strong partnerships with all parents, particularly parents of English Learners and SED students as vital for students in Juvenile Hall. Teachers will connect with families to share academic progress of students, as well as concerns. Parents will be encouraged to attend student recognition ceremonies, including graduation ceremonies, as well as parent advisory committees

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Socio-Economically Disadvantaged Students

Strategy/Activity

Teachers, support staff, and principal to use ParentSquare to increase two-way communication between school and home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,303	LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures Parent Square app for parent outreach

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Increase outreach efforts through phone calls, mailers, and opportunities for parent/guardian feedback. Endeavor/Voyager will have interpreters to facilitate communication.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,200	LCFF - Base 4000-4999: Books And Supplies supplies
31,431	Title I Part D 2000-2999: Classified Personnel Salaries IA additional student support

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Goal not in 2020-21 SPSA.

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

Goal not in 2020-21 SPSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal not in 2020-21 SPSA.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$275,292.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$591,971.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part D	$275,292.00
Title II Part A: Improving Teacher Quality	$2,458.00

Subtotal of additional federal funds included for this school: $277,750.00

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

State or Local Programs	Allocation ($)
	$0.00
LCFF - Base	$262,759.00
LCFF - Supplemental and Concentration	$32,091.00
Special Education	$19,371.00

Subtotal of state or local funds included for this school: $314,221.00

Total of federal, state, and/or local funds for this school: $591,971.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Base	262,759.00
LCFF - Supplemental and Concentration	32,091.00
Special Education	19,371.00
Title I Part D	275,292.00
Title II Part A: Improving Teacher Quality	2,458.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	493,901.00
2000-2999: Classified Personnel Salaries	40,561.00
4000-4999: Books And Supplies	3,200.00
5000-5999: Services And Other Operating Expenditures	2,458.00
5800: Professional/Consulting Services And Operating Expenditures	36,418.00
6000-6999: Capital Outlay	15,433.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00

1000-1999: Certificated Personnel Salaries	LCFF - Base	252,429.00
2000-2999: Classified Personnel Salaries	LCFF - Base	9,130.00
4000-4999: Books And Supplies	LCFF - Base	1,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	19,253.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental and Concentration	10,838.00
1000-1999: Certificated Personnel Salaries	Special Education	19,371.00
1000-1999: Certificated Personnel Salaries	Title I Part D	202,848.00
2000-2999: Classified Personnel Salaries	Title I Part D	31,431.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part D	25,580.00
6000-6999: Capital Outlay	Title I Part D	15,433.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	2,458.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	412,589.00
Goal 2	145,448.00
Goal 3	33,934.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Scott Ellingson	Principal
Donna Gilstrap	Classroom Teacher
Marcial Ocampo	Classroom Teacher
Sharon Revis-Green	Classroom Teacher
Betty Klein	Classroom Teacher
Myrtha Torres	Other School Staff
Kelly Goad	Parent or Community Member
Dakota Goad	Secondary Student
Hortencia Villareal	Parent or Community Member
Anaya Martinez	Secondary Student
Neredia Carranza	Parent or Community Member
Nancy Guerrero	Secondary Student
Deputy Chief Jose Pantoja	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 9/30/21.

Attested:

	Principal, Hugo Sanchez on 9/30/21
	SSC Chairperson, Donna Gilstrap on 9/30/21

School Year: [2021-2022]

School Plan for Student Achievement (SPSA) Template 8.8.2

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Gould Educational Center	20102076077200	August 31, 2021	

Purpose and Description

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

The purpose of this School Plan for Student Achievement is to meet the requirements of a Schoolwide Program, and to address the causes for the school to be identified for Comprehensive Support and Improvement.

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

The Gould Educational Center services students from the nine different school districts that make up Madera County in regionalized programs for students with moderated to severe disabilities. Students with identified special needs from preschool to age 22 participate in the Gould Educational Center programs. These students are served in Special Day Classes at various locations including regular education school sites and a center based educational site. The students served by the Gould Educational Center may have severe cognitive disabilities, significant emotional and behavioral needs, or may be students who are deaf/hard of hearing. For the majority of the students, academic achievement is measured by the California Alternate Assessment (CAA) as well as their progress and attainment of individual goals and objectives developed by their Individualized Education Plan (IEP). In addition to their specialized academic instruction, students often receive additional designated services such as speech/language therapy, occupational therapy, deaf/hard of hearing services, services for the visually impaired, orientation and mobility services, specialized health care, behavior intervention services and adapted physical education.

Gould Educational Center was initially identified for Comprehensive Support and Improvement (CSI) based on a graduation rate below 67%. In lieu of official School Dashboard graduation rate data for 2020, the Madera County Superintendent of Schools used local California Longitudinal Pupil Achievement Data System (CALPADS) data to determine a graduation rate of 16.7% for a diploma and 26.7% for a diploma and Certificate of Completion.

Using the Dashboard and CAPLPADS data results and data from our many sites, Gould Educational Center stakeholders identified areas for improvement, and developed this School Plan. Staff from the Madera County Superintendent of Schools – our LEA -- were involved in every step of developing the

CSI Plan and the LEA's Local Control and Accountability Plan. The comprehensive school-level needs assessment was facilitated by the LEA, and completed by looking at both state and local school data, survey data, and consultations with stakeholders, including staff and parents.

Our LEA and stakeholder comprehensive needs assessment continue to follow the Improvement Science model, including: goal setting meetings; a review of the Dashboard data to better understand our challenges and the systems of cause; and a root cause analysis in order to focus our collaborative efforts and identify drivers. All the goals, actions, strategies and budgetary decisions within this plan are a result of these collaborative efforts.

As a result of the needs assessment, evidence-based interventions that are currently in place and show evidence of positive results were identified. Additionally, other evidence-based interventions that will be implemented were identified to address the student outcomes, school climate, and conditions of learning. Those interventions include continued and increased support to new and veteran teachers. The Gould Educational Center continues to employee high numbers of new teachers who are teaching on a Short-Term Staff Permit (STSP) or a Provisional Internship Permits (PIP). In the past few years we have had fewer open positions and less teacher turnover, which may be attributed to the increased level of support. While Madera County Superintendent of Schools (MCSOS) has fewer brand new teachers, many of the teachers are still working on a STSP or PIP and some have officially become interns. Interns also receive a mentor teacher to help provide support as they complete their internship. MCSOS continues to support and grow these new teachers the implementing the new teacher Professional Learning Coach Program. New teachers are paired with veteran teachers who meet set criteria. These veteran teachers go through an application and interview process prior to being selected and paired with a new teacher. The Professional Learning Coaches receive a $2,000 stipend for the year and work with no more than two new teachers. These Professional Learning Coaches communicate regularly with their new teachers throughout the school year. They also provide opportunities for classroom observations, the new teachers observing in their Professional Learning Coaches classrooms and the Professional Learning Coaches observing in their new teachers classrooms. Debrief and discussion follow each classroom observation. In addition to the support of the Professional Learning Coach, newly hired teachers also attend an additional day of training prior to the start of the school year. New staff learn about the Madera County Superintendent of Schools and the students served by the Gould Educational Center in addition to various trainings designed to meet the needs of new teachers such as, classroom management, working with instructional assistants, classroom set up and introductory information about Individualized Education Plans (IEPs). Due to the recent COVID-19 restrictions, few class observations and visits have happened in the last year and a half. However, staff look forward to participating in classroom visits in the future.

In addition to the Professional Learning Coach Program, teachers are encouraged to attend a variety of professional learning opportunities. Strong teachers provide students with an engaging and rigorous education and professional development allows educators to hone their skills as professionals. The Gould Educational Center provides a wide spectrum of services for students with moderate to severe disabilities. With such a wide variety of services being offered, professional development opportunities may need to look different to meet the various needs of the staff. Teachers are able to attend trainings sponsored by the Special Education Local Plan Area (SELPA), which are local, trainers are brought into work with the Gould Educational Center Staff and staff is able to attend approved outside trainings as well. Professional development strengthens the teaching skills of the staff working with the students in the Special Day Classes.

One of the mandates of an Individualized Education Plan (IEP) is that the student be educated in the least restrictive environment. Staff is always working towards preparing students for the next least restrictive environment, which may be an integrated school site, mainstreaming with typically developing peers or possibly even returning to their district of special education accountability or district of residence. It is important for teachers to be familiar with what environment students are working toward. Understanding the skills students will need to be successful in the next less restrictive environment allows teachers to be even more intentional about goal setting and the creation of teaching opportunities. Classroom observations allow teachers to see the actual environment that their student may entering; this allows them to see how to most appropriately prepare them for their new classroom setting. Teachers also benefit from observing fellow educators who have successful classroom practices. Program Directors are able to set up observations, which allow teachers to learn from their peers. All observations will be followed with discussion about what was observed and how they might incorporate those strategies into their own practices as a classroom teacher. While staff have not been able to participate in many classroom visits in the last year and half, due to recent COVID-19 restrictions, it is still a priority for these valuable learning experiences to occur.

The Madera County Superintendent of Schools operates programs for students who have met the criteria for special education services in the areas of deaf/hard of hearing. Many of these students have average cognition and are working toward a high school diploma. One student has chosen to participate in the afterschool Upward Bound Program. The Upward Bound Program is designed to increase the student completion of high school and enroll in and graduate from postsecondary education. Sign language interpreters are utilized for these college and career readiness opportunities.

The Comprehensive Support and Improvement (CSI) funds have allowed Madera County Superintendent of Schools to add to the technology that is already in place in the Gould Educational Center classrooms. These Chromebooks would be in addition to what is already in place in the classroom. Much of the new and existing technology was sent home with students during the 2020-2021 school year so that students would be able to engage in distance learning with their teacher on a daily basis. Now that students are back in the classroom, the devices that were checked out for use at home are going to be redistributed to the classrooms as originally intended. Adding Chromebooks and iPads to the classrooms will allow students to interact with the curriculum in additional ways and increase student engagement. Having more access to technology affords student an increase in opportunities to become computer literate. Many of our students have recreational technology skills and are able to play online video games, access YouTube or other social media, however many are lacking actual computer skills that may one day be needed for employment. This increased computer proficiency may also have a positive impact on student academic scores, as they are more able to interact with the computer-based assessment systems. Using CSI funds MCSOS has been able to increase technology on an individual level for student and now with addition funds, MCSOS will increase or upgrade the classroom technology as well. MCSOS uses an online curriculum designed for students with moderate to severe disabilities and the new technology will allow for new and improved means of interaction and engagement for students.

Through discussion with the administration team the need to address the social emotional needs of students, especially during the current situation became more evident. The team discussed expanding the use of the Second Step Program to build student's social-emotional skills using evidence-based strategies and lessons. The family of programs available through Second Step includes curriculum for children participating in Early Childhood programs through high school

programs. Students in Early Childhood programs will learn skills to harness their energy and potential by teaching them how to listen, pay attention, manage their behavior and get along with others. When students learn self-regulation and social-emotional skills taught with Second Step Social-Emotional Learning (SEL), they are ready to successfully participate in the elementary environment. The Second Step program supports the needs of students in the K-5 environment by promoting the students' social, emotional, and academic success. The Second Step program nurtures social-emotional competence and develops foundational learning skills. Once children are middle school students, the Second Step program is designed with middle schoolers in mind. The skills taught in this program are how to handle strong emotions, setting and meeting goals, making good decisions, and forging positive relationships. A successful learner is not measured by academics alone. The Second Step program teaches skills for resolving conflicts, working with others, forming healthy relationships, and making good decisions—so students can be more successful emotionally, socially, and academically. Social, emotional, and cognitive development are interdependent. The Second Step program is a universal social-emotional learning program that has proven to improve daily student attendance and graduation rate for the schools that have implemented the learning programs. Schools in Anaheim, CA and Everett, WA saw improvement in student progress when they implemented Second Step programs. Additional Second Step kits were purchased and distributed throughout the county for classroom use. In addition to the materials additional training will be schedule for staff to support the implementation of the program.

As mentioned previously, the Madera County Superintendent of Schools operates several regional classes for students who are eligible for special education with the qualifier of Emotional Disturbance (ED). Many of these student miss varying amounts of class time due to behavior and sensory regulation needs. When class time is missed, it does not allow the student to participate in lessons and learn key educational concepts, which can be vital to future learning exercises. The students served in the ED classes have already exhausted all resources at their school of residence, and by the time they are referred to the Madera County Superintendent of Schools many have significant learning gaps. These students are still demonstrating the same inability to regulate their emotions and behaviors that caused them to miss instruction in their school of residence. Many of these students do not react to sensory input in the same ways as their typically developing peers, which can result in students needing more sensory input to actively engage in their learning. When sensory needs are significant, it cannot only disrupt their learning, but also the learning of those around them. One of the integrated school sites that houses three ED classes has a newly vacated space where a sensory regulation space will be created. Instruction would continue while students make use of the sensory regulation space.

In addition to addressing the sensory needs of students in the ED classes academic needs must be addressed as well. In an effort to further support the adopted curriculum and address any individual student needs, the Madera County Superintendent of Schools will be implementing the use of the i-Ready Learning Program. i-Ready provides instruction, assessment and reports to teachers and parents that give a foundational understanding of a student's strengths and areas of need. It enables educators to confidently determine each student' on-grade level proficiencies based on state standards. It also helps identify a student's challenges to allow targeted intervention strategies may be implemented to help the student recover or learn the skills needed to fill in the learning gaps that have occurred. The program uses regular adaptive assessments to provide teachers with valuable insight into a student's unique needs. Students who are also in MCSOS operated classes for student who are Deaf or Hard of Hearing will also benefit from the use of i-Ready.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholders in the Gould Educational Center include parents, educators, community members, and students spread across multiple sites in nine Madera County LEAs.

As mentioned previously, all students served by the Gould Educational Center have an Individualized Education Plan (IEP). IEP teams meet yearly to discuss present levels, progress on goals, new goals, services and placement. Parents are integral members of an IEP team and play a major role in the development of their child's IEP. This open and ongoing communication allows for frequent feedback from parents and guardians.

Stakeholder input has been an important aspect of providing services to our students. The Gould Educational Center established a School Site Council in 2019 to help address the requirements of CSI. The School Site Council will annually review and provide feedback on the SPSA and LCAP.

Additional suggestions were gathered from student and parent empathy surveys that were developed through the CSI Improvement Plan development process. Each of the Program Directors interviewed students and parents soliciting specific feedback on targeted areas. Staff feedback is gathered annually via survey, in addition to monthly meetings with Program Directors.

Resource Inequities

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

The Madera County Superintendent of Schools (MCSOS) operated regionalized programs for students with moderate to severe disabilities. The students that are served in the MCSOS classes come from nine different LEAs within Madera County. As the distribution of resources was reviewed there do not appear to be any unequable distributions of funds between the students served by the Madera County Superintendent of Schools. One hundred percent of the students served are students with disabilities and as mandated by the Individuals with Disabilities Education Act (IDEA), all student are afforded a Free and Appropriate Public Education (FAPE) with an Individualized Education Plan (IEP) in the Least Restrictive Environment (LRE). All things necessary for a student to receive educational benefit are provided to students.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

Increase the percentage of students who graduate from Gould Educational Center. The students who were identified by their IEP teams as using district promotion criteria do graduate with a high school diploma. However, for the majority of the students served the by the Gould Educational Center their promotion criteria is based on progress on goals rather than the traditional district promotion criteria.

Identified Need

In lieu of official California School Dashboard graduation rate data for 2020, the Madera County Superintendent of Schools used local California Longitudinal Pupil Achievement Data Systems (CALPADS) data to determine a graduation of 16.7% for a diploma and 26.7% for a diploma and Certificated of Completion.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	16.7%	40%

Goal 2

To provide staff with the skills necessary to increase the rigor of instruction.

Identified Need

During the 2020-2021 school year, 64% of the teaching staff attended non-mandatory trainings. This is a slight decrease from the previous year's data which was 69%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff training attendance	64%	70%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Professional Development Opportunities for Staff:

As mentioned previously the Gould Educational Center provides a wide variety of services for students with moderate to severe disabilities. In order to meet the varied needs of the staff, professional development opportunities need to be specifically designed to meet the needs of each group. The Madera County Superintendent of Schools offers professional development in a number

of different ways. Outside presenters may be brought in and sometimes MCSOS staff facilitate the training. Teachers are able to take advantage of the many Special Education Local Plan Area (SELPA) sponsored trainings, which often time have no registration fee. Staff is also able to attend approved outside trainings. Staff who attend outside trainings are encouraged to bring what they have learned back to the group. These funds will provide for registration or presenter fees, supplies and will pay for substitute teachers. Free and paid webinars and/or virtual workshops are also promoted to instructional staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$ 3,837.00	CSI Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Classroom Technology:

Using past CSI funds, the Gould Educational Center has increased the amount of technology in the classroom substantially. Classrooms have received additional iPads and Chromebooks for individual student use. For the 2021-2022 school year CSI funds will be used to increase and upgrade classroom technology as well. Technology plays a major role in education in this ever-increasing digital world and many of the MCSOS classes use and online curriculum designed for students with moderate to severe disabilities. In addition to increasing student engagement and participation, this new technology will allow for new and improved accommodations and modifications for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$143,955.00	CSI Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Purchase of i-Ready:

i-Ready is a research-based comprehensive assessment and instruction program that will be purchased to support the adopted curriculum and address the individual needs of each student. Instructional staff will be able to differentiate instruction based on the valuable data collected through the use of this program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$14,500.00	CSI Funds

Annual Review

SPSA Year Reviewed: 2019–20 and 2020-21

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

ANALYSIS

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

The first goal for the Gould Educational Center School Plan for Student Achievement for the 2020-2021 school year was to increase the percentage of students who graduated from the Gould Educational Center. This goal continues to be a challenge for the Madera County Superintendent of Schools (MCSOS). All of the students who attend the Gould Educational Center are students with disabilities. In fact, the students served have moderate to severe disabilities. As with all special education services, the goal is to serve students in the least restrictive environment. While some of the students served by MCSOS have average cognition, those students that have gained the skills

necessary to be successful in a lesser restrictive environment are transitioned back to their district of residence.

The second goal was to provide staff with the skills necessary to increase the rigor of instruction. During the 2019-2020 school year 69% of the teaching staff attended non-mandatory professional development opportunities. For the 2020-2021 school year 64% of staff attended a non-mandatory professional development opportunity. This was a slight decrease from the previous year. Many of the training opportunities for the 2020-2021 school year were either canceled or were in a virtual format for the 2020-2021 school year. This was a challenging year for many with the COVID-19 Pandemic. For much of the year staff were working from home and student were participating in distance learning. Once staff and students were back on campus, the Gould Educational Center was operating a modified day. This allowed staff time in the afternoon to continue distance learning with some of their students and participate in scheduled professional development. There were staff trainings provided to all that may not have previously been an option due to time constraints. There were also professional development opportunities that staff were able to attend that may not have been an option previously due to the fact that they have been held out of state in recent years. During the year the nursing staff was also able to attend a training virtually, had been an in-person training not all may have been able to attend due to the need for an on-site nurse to address student needs.

The first strategy/activity was to provide professional development opportunities for staff. As mentioned previously the Gould Educational Center provides a wide variety of services for students with moderate to severe disabilities. In order to meet the varied needs of the staff, professional development opportunities need to specifically designed to meet the needs of each group. During the 2020-2021 school year presenters were brought in to provide professional development and many teachers attended trainings sponsored by the Special Education Local Plan Area (SELPA). Many of those trainings have no registration fee. Staff also attended approved outside trainings. The funds were to be used for registration or presenter fees, supplies and to pay for substitute teachers. While many staff attended the local trainings, during the 2019-2020 school year the majority of the outside professional development trainings that staff were scheduled to attend where cancelled due to the COVID-19. Staff were scheduled to attend conferences for deaf/hard of hearing teachers and teachers who work with students who are visually impaired. Staff also had plans to attend statewide conferences for special educators and a conference designed to work with students who are English language learners and have a disability. While many of the trainings were cancelled in the 2019-2020 school year, during the 2020-2021 school year there were many virtual options for professional development. These virtual training options were cost effective due to the fact that there were no travel expenses or sub costs. The money that was not spent during the 2019-2020 school year was spend on professional development opportunities during the 2020-2021 school year and any remaining funds in these are will be continued into the next year.

The second strategy/activity was designed to support new teachers recently hired by the Madera County Superintendent of Schools. In past years, the Gould Educational Center has employed high numbers of new teachers who are teaching on a Short-Term Staff Permit (STSP) or a Provisional Internship Permit (PIP). These teachers are just entering an intern programs and therefore are not yet eligible for an Induction Program. In an effort to support and grow these new teachers the Madera County Superintendent of Schools has created a new teacher Professional Learning Coach Program. New teachers are paired with veteran teachers who meet set criteria. The veteran teachers go

through an application and interview process prior to being selected and paired with a new teacher. The Professional Learning Coaches receive a $2,000 stipend for the year and work with no more than two new teachers. These Professional Leaning Coaches are required to communicate with their new teacher at least once per week. They also provide opportunities for classroom observations, the new teachers observing in their Professional Learning Coaches classrooms and the Professional Learning Coaches observing in their new teacher's classrooms. Debrief and discussion follow each classroom observation. In addition to the support of the Professional Learning Coaches newly hired teachers also attend an additional day of training prior to the school year starting. During the 2019-2020 and 2020-2021 not all of the proposed expenditures were spent for a variety of reasons. One being that we have fewer new teachers that fit into this category. Over the last few years few new teachers have been needed to fill open positions. We were also unable to provide some of the in-person trainings due to COVID-19 restrictions. Any additional funds will be used in upcoming years.

The third strategy/activity was designed to allow staff time for classroom observations of the lesser restrictive environment that are the goal environment for their students. The Gould Educational Center provides a spectrum of services for students with moderate to severe disabilities. One of the mandates of an Individualized Education Plan (IEP) is that the student be educated in the least restrictive environment. Staff is always working towards preparing students for the next least restrictive environment, which may be an integrated school site, mainstreaming with typically developing peers or possibly even returning to their district of special education accountability or district of residence. It is important for teachers to be familiar with what environment students are working toward. Understanding the skills students will need to be successful in the next less restrictive environment allows teachers to be even more intentional about goal setting and the creation of teaching opportunities. Classroom observations allow teachers to see the actual environment that their student may be entering; this allows them to see how to appropriately prepare them for their new classroom setting. Teachers also benefit from observing fellow educators who have successful classroom practices. Unfortunately, this strategy/activity was not able to be fully implemented due to COVID-19 restrictions. The plan is to continues be a priority for the Madera County Superintendent of Schools and once staff are able to make classroom visits, they will be scheduled.

The fourth strategy/activity was to provide additional sign language interpreting services for a student participating in the Upward Bound Program with Madera South High School. This activity implemented after the plan was approved by the board. The Upward Bound Program was continued even after the school closure and the student and interpreter attended through Zoom. The student plans on continuing the program into the 2021-2022 school year and any remaining funds will be continued into the current school year.

The fifth strategy/activity was to purchase additional Chromebooks to what is already in place in the classroom to provide students with the opportunity to increase their interaction with the curriculum and further engage students. The goal was for students to also become more proficient at using technology for academic and career readiness purposes. The Chromebooks were purchased, but they were not distributed to the classrooms, but to the students directly. Again, this was due to the school closures. In addition to Chromebooks, iPads and charging stations were purchased to further support the classroom technology.

The final strategy/activity was the purchase of Second Step materials to help address the social emotional needs of students. The materials were purchased and distributed. While the use of these materials is pretty self-explanatory, additional staff training will be scheduled to showcase the Second Step program and encourage staff to use the materials with their students.

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

Strategy/Activity 1: Professional Development Learning Opportunities for Staff: 2019-2020

The major differences between the intended implementation and/or the budgeted expenditure to implement the strategies/activities to meet the articulated goals were due the school closure in response to COVID-19. Many of the scheduled conferences and professional development training opportunities were cancelled and the registration and hotel fees were refunded. Professional development trainings being developed and scheduled with outside consultants were cancelled. All of the funds scheduled to be used for substitute teachers for the various activities were not able to be spent in full. There are additional encumbered amounts that have not been invoiced to date for the 2020-2021 school year.

Proposed Expenditures for this Strategy/Activity: $81,899

Actual Expenditures for this Strategy/Activity: $60,847.39

Strategy/Activity 1: Professional Development Learning Opportunities for Staff: 2020-2021

Proposed Expenditures for this Strategy/Activity: $58,123.00

Actual Expenditures for this Strategy/Activity: $1,288.00

Strategy/Activity 2: New Teacher Support: 2019-2020

For this school year there were fewer Coaches needed so only a portion of the fund projected were used. Not all of the funds were used for the substitutes. Dates were scheduled and then cancelled due to the school closure. There were also fewer new teachers in recent years and some of the new staff have been fully credentialed. Remaining funds will continue to be spent in this area.

Proposed Expenditures for this Strategy/Activity: $15,565

Actual Expenditures for this Strategy/Activity: $11,271.06

Strategy/Activity 2: New Teacher Support: 2020-2021

Proposed Expenditures for this Strategy/Activity: $20,000.00

Actual Expenditures for this Strategy/Activity: $0.00

Strategy/Activity 3: Classroom Observations/Site Visitations: 2019-2020

The 2019-2020 school year was the first year that the Gould Educational Center was been required to write a SPSA. The initial SPSA was approved by the local board on February 11, 2020 and the school closure began on March 16th 2020. Classes were not in session for the remainder of the school year,

therefor the observations and site visitations were not able to be completed as planned. As staff are able to visit and observe in classrooms, visits will be scheduled.

Proposed Expenditures for this Strategy/Activity: $10,000

Actual Expenditures for this Strategy/Activity: $0.00

Strategy/Activity 3: Classroom Observations/Site Visitations: 2020-2021

Proposed Expenditures for this Strategy/Activity: $5,000.00

Actual Expenditures for this Strategy/Activity: $0.00

Strategy/Activity 4: Sign Language Interpreters for the Upward Bound Program; 2019-2020

The student did participate in this activity and the program continued to operate through Zoom during the school closure. There are additional encumbered amounts that have not been invoiced to date for the 2020-2021 school year.

Proposed Expenditures for this Strategy/Activity: $8,405

Actual Expenditures for this Strategy/Activity: $14,540.30

Strategy/Activity 4: Sign Language Interpreters for the Upward Bound Program; 2020-2021

Proposed Expenditures for this Strategy/Activity: $10,000.00

Actual Expenditures for this Strategy/Activity: $0.00

Strategy/Activity 5: Technology: 2019-2020

The Chromebooks for this activity/strategy were purchased. However, they were checked out to individual students. When school reopens for in person instruction these Chromebooks will be deployed to the classrooms. Additional iPads and charging stations were purchased for classroom use as well.

Proposed Expenditures for this Strategy/Activity: $46,573

Actual Expenditures for this Strategy/Activity: $44,933.93

Strategy/Activity 5: Technology: 2020-2021

Proposed Expenditures for this Strategy/Activity: $60,000.00

Actual Expenditures for this Strategy/Activity: $40,882.25

Strategy/Activity 6: Creation of the Sensory Regulation Space: 2019-2020

When schools were closed due to the Coronavirus, distance learning became the top priority for all Program Directors. The intention is for these funds to be used to create this sensory regulation space that will be utilized when schools reopen for in person instruction. Now that school has resumed, student use the space frequently.

Proposed Expenditures for this Strategy/Activity: $10,000

Actual Expenditures for this Strategy/Activity: $6,204.86

Strategy/Activity 6: Second Step Materials: 2020-2021

All of the planned materials were purchased with these funds. Materials have been distributed and additional training will follow. When purchasing the amount of materials that MCSOS purchased there was a discount that accounts for the decrease in proposed expenditures.

Proposed Expenditures for this Strategy/Activity: $17,000

Actual Expenditures for this Strategy/Activity: $15,521.74

Total Actual Indirect Costs for the 2019-2020 Year: $13,567.47

Total Actual Indirect Costs for the 2020-2021 Year: $4,992.87

Total Budgeted Indirect Costs for the 2021-2022 Year: $15,255.00

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The two goals, to increase the percentage of students who graduate from Gould Educational Center and to provide staff with the skills necessary to increase the rigor of instruction will remain the same for the 2021-2022 school year. Both goals are still relevant and appropriate for the Gould Educational Center. There has been a substantial increase in the percentage of staff attending non-mandatory professional development opportunities which will increase the rigor of instruction.

Strategy/Activity 1 and 2: Professional Development will continue to be a strategy/activity, as will the Professional Learning Coach Program. Each year new staff are hired and there continues to be a need for support. Less funding will be put towards these strategies/activities as there are still funds available.

Strategy/Activity 3: While this activity continues to be of value and importance, in the current state of the state, classroom visitations may not be allowable or prudent. Therefore, goal will be adjusted. No additional funds will be contributed to this goal as we still have funds to spend.

Strategy/Activity 4: Sign language interpreting services for the Upward Bound Program will continue to be appropriate. The student is making progress toward graduation and will continue to participate in the program. There are still funds available in this area and will be spent in the upcoming school year.

Strategy/Activity 5: Acquisition of technology. This will continue to be a goal for the Gould Educational Center. Over the last two-year, additional technology has been purchased for student to use at the individual level. This year, funds will be used to upgrade and add to classroom technology to further engage and support student needs.

Strategy/Activity 6: The Second Step materials for this activity/strategy have been purchased and distributed. Additional training will be scheduled for staff in order to use the materials to the fullest extent possible.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 0
Total Federal Funds Provided to the School from the LEA for CSI	$ 177,547.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 177,547.00