



## School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

### CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

### ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
<b>Endeavour Middle School</b>	0106070	05/18/2026	06/16/2026

## Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Endeavour Middle School has been identified as an Additional Targeted Support and Improvement (ATSI) school. The SPSA is designed to address identified performance gaps through a systematic and collaborative approach focused on:

- Improving achievement in English Language Arts and Mathematics
- Increasing English Learner proficiency and redesignation rates
- Strengthening school culture and climate
- Reducing chronic absenteeism and disciplinary exclusions
- Providing Tier II and Tier III interventions through data-driven instructional practices

Key initiatives include:

- Positive Behavioral Interventions and Supports (PBIS)
- Capturing Kids' Hearts (CKH)
- Restorative Practices
- Teacher Clarity
- i-Ready and SIPPS interventions
- Professional Learning Communities (PLCs)

## Educational Partner Involvement

How, when, and with whom did your 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

Development of the SPSA included extensive collaboration with educational partners including:

- Teachers
- Students
- Support staff
- Administrators
- School Leadership Team
- School Site Council (SSC)
- District consultants
- Parents and families

Input was gathered through meetings, surveys, leadership groups, and continuous feedback processes to ensure shared ownership and alignment of school priorities.

## Resource Inequities (CSI and ATSI Only)

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

Endeavour Middle School is designated as an ATSI school due to identified performance gaps among student groups. Areas of need include:

- English Language Arts performance
- Mathematics achievement
- English Learner progress
- Chronic absenteeism
- Performance disparities among:
  - African American students
  - English Learners
  - Students with Disabilities
  - Socioeconomically Disadvantaged students

ATSI efforts focus on:

- Data-driven instruction
- MTSS implementation

- Small-group interventions
- Increased family engagement
- Progress monitoring through PLCs and ILT teams
- Expanded student supports and targeted intervention services

The goal is to eliminate achievement gaps and ensure equitable outcomes for all students.

# Comprehensive Needs Assessment Process

## Comprehensive Needs Assessment Process Summary

### Greatest Needs

In the subject area of English Language Arts, our school, Endeavour, is currently performing 93.4 points below the standard. This indicates a significant gap in our students' proficiency in reading, writing, and comprehension skills. It is imperative that we implement targeted interventions and instructional strategies to elevate our students' performance to meet and exceed the established benchmarks.

In Mathematics, Endeavour is facing an even greater challenge, with our students performing 139.7 points below the standard. This substantial deficit highlights the urgent need for a comprehensive review and enhancement of our math curriculum and teaching methodologies. We must focus on strengthening foundational math skills and problem-solving abilities to ensure our students are equipped for academic success.

Our English Learners' performance data reveals that 44.9% of students are making progress.

Chronic absenteeism is a critical issue at Endeavour, with 28.2% of our students affected. This high rate of absenteeism poses a barrier to student learning and engagement. We need to address the underlying causes of absenteeism and implement strategies to improve attendance, such as fostering a positive school climate, engaging families, and providing necessary support services to ensure our students are present and ready to learn.

### Greatest Progress

Endeavour has made commendable strides in enhancing the campus culture, as evidenced by a slight decrease to 10.7% in the number of suspensions schoolwide. This indicates a proactive approach in addressing behavioral issues and maintaining a conducive learning environment.

Furthermore, the overall attendance rate has risen to approximately 90%, reflecting our commitment to creating a school atmosphere where students feel safe, valued, and eager to attend. This progress is largely attributed to our ongoing implementation of Positive Behavior Intervention and Supports (PBIS), which plays a crucial role in fostering a positive school climate. Through PBIS, we are dedicated to teaching students the expected behaviors and consistently rewarding positive actions. This is achieved through a variety of incentives and monthly recognition assemblies, which not only motivate students but also reinforce the importance of maintaining a respectful and supportive school community.

In the academic realm, we have witnessed significant progress among our English Learners. During the 2024-25 school year, 52 percent of these students successfully passed the English Language Proficiency Assessments for California (ELPAC) and have been reclassified as English Proficient. This achievement is a testament to the hard work and dedication of both our students and educators. It highlights the effectiveness of our instructional strategies and support systems in helping English Learners develop the language skills necessary for academic success. We remain committed to providing the necessary resources and support to ensure that all students have the opportunity to achieve their full potential.

### Performance Gaps

Performance gaps in Mathematics and English Language Arts are a significant concern for our African American (AA), English Learner (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. These gaps highlight the need for targeted interventions and support to ensure that all students have equitable access to educational opportunities and can achieve academic success. Our commitment is to identify and address these disparities through strategic planning and resource allocation.

Chronic absenteeism is a persistent issue among our foster, homeless, and SWD populations, which can severely impact their academic progress and engagement. To combat this, we have implemented a system of incentives designed to encourage consistent attendance. Each month, we monitor attendance by grade level, celebrating improvements and recognizing students who meet attendance goals with rewards. This approach aims to foster a sense of belonging and motivation among students, ultimately reducing absenteeism rates.

At Endeavour Middle School, we utilize iReady data to identify focus standards that guide our lesson planning and tutoring efforts. This data-driven approach allows our staff to tailor individual lessons to meet the specific needs of each student, ensuring that instruction is both relevant and effective. By leveraging technology and data, we can provide personalized learning experiences that support student growth and achievement.

Our Instructional Leadership Team (ILT), Leadership, Professional Learning Communities (PLC), and staff meetings are dedicated to analyzing data and developing strategies that best serve our students. We emphasize small group instruction, standard-based practices, peer tutoring, and the use of common assessments with data groups. Additionally, we incorporate Interim Assessment Blocks (IABs) to inform our instructional practices. These focused efforts are designed to enhance student learning outcomes and close performance gaps.

As part of our Tier 2 intervention strategy, we are committed to utilizing our weekly Professional Learning Communities (PLCs) to thoroughly analyze data derived from our weekly common assessments. This analysis will help us identify standards-based questions that are crucial for student learning. Our staff will then leverage these standards to design real-world projects, integrating technology as a dual-purpose tool for both engaging students and providing necessary interventions. This approach not only enhances student learning experiences but also ensures that our teaching methods are aligned with current educational standards.

For students who require more intensive support, our Tier 3 interventions include specialized classes such as Resource Specialist Program (RSP) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPs) for those who are three or more grade levels behind. In these classes, students will receive direct instruction and participate in small group sessions that focus on scaffolded support. This approach is designed to help students develop individual goals and concentrate on specific skills or concepts using targeted resources from our Tier 3 curriculum. Our aim is to provide personalized support that addresses each student's unique learning needs.

To ensure the effectiveness of our interventions, we will convene regularly through our Instructional Leadership Team (ILT), leadership meetings, PLCs, and staff meetings to review data and discuss strategies that will best serve our students. We are emphasizing the use of small groups, standards-based practices, peer tutoring, and common assessments with data groups. Additionally, we are incorporating Interim Assessment Blocks (IABs) as part of our practice to continuously monitor and support student progress. These efforts are part of our ongoing commitment to fostering an educational environment where every student has the opportunity to succeed.

### Supplemental Services

At EMS, we are committed to utilizing categorical funds to enhance our Tier 2 and Tier 3 supports, specifically targeting our at-risk populations, including low-income students, English Learners (EL), homeless, and foster youth. This strategic allocation of resources is designed to provide these students with the additional support they need to succeed academically and thrive in their educational environment.

Our after-school tutoring program will continue to be informed by iReady data and focus targets derived from CAASPP data. This data-driven approach ensures that our interventions are tailored to meet the specific needs of our students, allowing us to address gaps in learning and reinforce key concepts effectively.

For Tier 2 interventions, we will be utilizing iReady for both math and English Language Arts (ELA). This program provides personalized instruction that adapts to each student's unique learning needs, helping them to build foundational skills and improve their academic performance.

In Tier 3 interventions, we will implement SIPPs for ELA and iReady for math, or similar programs, to support students on a daily basis. This approach includes an ongoing intervention plan with clearly defined goals and regular progress monitoring to ensure that students are making measurable improvements in their learning.

Furthermore, Tier 3 instruction will incorporate iReady math, which is designed to target essential skills and concepts. This program will help students focus on mastering essential grade-level standards, providing them with the tools they need to succeed in their current grade and beyond. Through these targeted interventions, we aim to close the achievement gap and support all students in reaching their full potential.

## **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN**

The Lancaster Elementary School District (LANCSD) has embraced a collaborative approach by integrating the California Community Schools Partnership Program (CCSPP) Implementation Plan into the Single Plan for Student Achievement (SPSA). This collaborative effort aims to improve alignment and efficiency in meeting shared educational goals. The integration allows for streamlined strategies, reduced duplication, and better coordination of resources and interventions. It also simplifies progress tracking and reporting, supports continuous adjustments, and fosters stronger collaboration among educational partners. This inclusive approach ensures a comprehensive, community-focused strategy for student success, making everyone involved feel part of a unified team.

In Spring 2023, the Lancaster Elementary School District (LANCSD) was awarded 22 five-year (2023-2028) Community Schools Implementation Grants. These grants, in partnership with site leaders, staff, parents, students, and community partners, signify a significant step towards a unified vision of establishing community-based learning hubs. With the active involvement of our community partners, these hubs will offer students and families access to comprehensive support services and resources in a centralized location, fostering holistic growth and strengthening community engagement.

The California Community Schools Framework (CA CS Framework) defines essential elements for successful community schools, including Four Pillars, Four Key Conditions for Learning, Four Cornerstone Commitments, and Four Proven Practices. The Lancaster Elementary School District (LANCSD) has identified four key Community Schools priorities to improve student outcomes in alignment with this framework, as informed by the previous year's data analysis. These priorities are: (1) Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services; (2) Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education; (3) Building the capacity of educators and staff to meet the academic and developmental needs of students through a Multi-tiered System of Supports (MTSS); and (4) Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction. These priorities are fully aligned with the CA CS Framework and support the overarching goals of Lancaster Elementary School District's Local Control Accountability Plan (LCAP), which include promoting academic achievement, equitable learning practices, and creating safe, supportive environments.

To implement and continuously enhance a whole-child approach to school improvement across the Lancaster Elementary School District, each school will engage in ongoing evaluation, reflection, and cycles of continuous quality improvement throughout the CCSPP grant and beyond. This process will focus on assessing the fidelity of implementation and the impact of CCSPP investments and initiatives. In collaboration with LANCSD and various educational partners, each school will annually review and update the Implementation Plan to reflect the progress and evolving needs of the community schools. The results will inform this review of the Needs and Assets Assessment and course corrections derived from continuous improvement efforts and school community engagement. The annual review process will incorporate data from the School Plan for Student Achievement (SPSA), YouthTruth Survey results, local assessment results, California school Dashboard, evaluation reports from previous and current years regarding the Four Pillars of Community Schools, and the Capacity-Building Strategies (Shared Commitment, Understanding and Priorities, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships).

## **COLLECTIVE PRIORITIES OF LANCASTER DISTRICT COMMUNITY SCHOOLS:**

Priority	Outcome
<p><b>Priority 1:</b> Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services.</p>	<p>Success will be determined by comparing actual outcomes to baseline outcomes, including:</p> <ul style="list-style-type: none"> <li>• CAASPP and i-Ready Diagnostic Assessments to evaluate students' academic achievement</li> <li>• YouthTruth Survey results to assess school climate, student engagement, and social-emotional development</li> <li>• Multiple behavioral outcome measures, including attendance rates, chronic absenteeism, and suspension/expulsion rates</li> </ul>
<p><b>Priority 2:</b> Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> <li>• Regularly administering surveys and conducting focus groups with parents, families, and community members to gather qualitative feedback on the perceived quality of community school services and the effectiveness of home-school-community engagement efforts</li> <li>• Analyzing year-over-year results from the Whole Child and Family Support Inventory to assess progress and identify areas for improvement</li> </ul>
<p><b>Priority 3:</b> Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS).</p>	<p>Success will be determined by reviewing teacher and staff surveys, such as the YouthTruth and other site-specific surveys.</p>
<p><b>Priority 4:</b> Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> <li>• Increases in annual attendance in expanded learning programs</li> <li>• Growth in the number of out-of-school activities and events offered</li> <li>• Improved academic performance and student behavioral outcomes among expanded learning program participants (EL, Homeless, Foster Youth), as measured by CAASPP, ELPAC, and i-Ready Diagnostic scores, as well as redesignation rates of English Learners to Fluent English Proficient (RFEP)</li> </ul>

## CCSPP WHOLE CHILD AND FAMILY SUPPORTS INVENTORY:

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

Potential Support	Are these whole child and family supports part of your Community Schools Implementation Plan/Needs and Assets Assessment?
	YES/NO
Health Screening and Services (vision, dental, hearing, neurological, physical health)	YES
Mental Health Screening and Services	YES
Nutrition Services and Support	YES
Academic Support (tutoring, specialist, etc.)	YES
Counseling/Wellness Center	YES
Multi-Tiered System of Support (MTSS)	YES
Coordination of Services Team (COST Team)	YES
Before School (times/services)	YES
After School (times/services)	YES
Summer/Intersession Programs	NO
During School (learning pathways, differentiated instruction, lab times, etc.)	NO
Teacher Leadership Development and Opportunities	YES
Parent Leadership Development and Opportunities	YES

Student Leadership Development and Opportunities	YES
Shared Decision-Making Bodies that center the voices of students, families, and community	YES
Multiple Modes of Family Communication & Involvement (e.g., student-teacher-family conferences, regular class information & outreach)	YES
Home Visits	YES
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	YES
Positive Behavioral Interventions and Supports (PBIS)	YES
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, trauma-formed practices, CHK, conflict resolution, etc.)	YES
Programs and practices that teach social-emotional skills (e.g., SEL curriculum (Sown to Grow, Second Step, Wondergrove, Kelso's Choice), mindfulness practices, etc.)	YES
Project-Based Learning	NO
Culturally-Sustaining and Responsive Curriculum and Pedagogy	NO
Community-Based Curriculum, Pedagogy, and Projects	NO
Personalized Learning Plans	NO
Performance Assessments (e.g., capstones, portfolios, etc.)	NO
Advisory System to ensure every student has a home base/family group and an advisor who knows them well	YES

Other: Write In	
Other: Write In	
Other: Write In	

**STRATEGY 1: SHARED COMMITMENT, UNDERSTANDING, AND PRIORITY:**

**PART A:** Describe the developmental plans for ensuring the [Overarching Values](#) are reflected in your community schools work.

At Endeavour Middle School, our commitment to the Community Schools model is rooted in the belief that every student deserves a safe, supportive, and academically enriching environment where they can thrive. To bring this vision to life, we are developing and implementing systems that are aligned with the five Overarching Values of the Community Schools framework: Whole-Child Support, Family and Community Engagement, Equity, High Expectations for All, and Collaborative Leadership and Shared Decision-Making. The Youth Truth Survey for families, staff, and students is a vital component of our strategy to ensure these values are authentically reflected and continuously improved upon.

**PART B:** Describe how you will engage historically marginalized student and family groups.

At Endeavour Middle School, our approach to Social-Emotional Learning (SEL) is deeply intertwined with our equity work and our belief that all students, especially those from historically marginalized groups, deserve to feel seen, heard, and valued. To achieve this, we are leveraging five key platforms for voice, leadership, and engagement: ASB (Associated Student Body), AAAC (African American Advisory Council), SSC (School Site Council), ELA (English Learner Advisory), and ELAC (English Learner Advisory Council). Each serves as a unique and powerful avenue for co-creating an inclusive, culturally responsive school culture that supports the SEL development of every student.

**PART C: GOALS AND ACTIONS:**

Please describe the top three goals for your community schools' initiative based on your Needs and Assets Assessments and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory.

Goal	Was this goal submitted with the first APR?	Explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2025-2026 to meet this goal.
<p><b>Goal 1: To increase parental Youth Truth Survey by 25% from 24 parents to 30 parents responses for the 2026-2027 school year.</b></p>	<p><b>YES</b></p>	<p>At Endeavour, we recognize the vital role that parents play in the educational journey of their children. To enhance parent engagement, we are committed to actively reaching out to families to ensure their participation in school events. By extending personal invitations to our parenting workshops and various school activities, we aim to foster a stronger connection between the school and home environments, ultimately benefiting our students' learning experiences.</p> <p>Additionally, we are focused on improving our Youth Truth data from the previous year. This involves analyzing feedback from students, parents, and staff to identify areas where we can enhance our educational practices and community involvement. By addressing the insights gained from this data, we strive to create a more supportive and effective learning environment for all members of our school community.</p>	<p>At Endeavour, we have strategically utilized our Family Liaison, Family Ambassadors, and Administrative team to actively engage with parents and invite them to become an integral part of our school community. By reaching out and extending these invitations, we aim to foster a welcoming environment where parents can experience firsthand the vibrant and inclusive atmosphere of our school. This initiative not only strengthens the bond between the school and families but also encourages a collaborative partnership that supports the educational journey of our students.</p> <p>As a school, we recognize the importance of fostering strong relationships between parents and the educational community. To this end, we have organized a variety of events designed to engage parents and provide them with a deeper understanding of our school environment. Events such as "Coffee with the Principal" offer a casual setting for open dialogue and feedback, while school community dances create a fun and inclusive atmosphere for families to connect with one another. Additionally,</p>

			<p>"Muffins for Moms" and "Donuts for Dad" are special occasions that celebrate parental involvement and strengthen the bond between home and school. Our parent workshops are tailored to equip parents with the knowledge and tools they need to support their children's education, offering insights into the school's operations and educational strategies. Through these initiatives, we aim to present the school from a different perspective, fostering a collaborative and supportive community.</p>
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<p><b>Goal 2: To decrease student suspensions by 3% for the 2026-2027 school year.</b></p>	<p><b>YES</b></p>	<p>At Endeavour Middle School, we are committed to reducing the number of suspensions by implementing alternative disciplinary measures. These alternatives are designed to address behavioral issues in a constructive manner, focusing on restorative practices that encourage students to reflect on their actions and make amends. By providing support and guidance, we aim to foster a positive school environment where students can learn from their mistakes and continue their educational journey without the disruption of suspension.</p>	<p>At Endeavour Middle School, we are committed to fostering a positive and supportive learning environment through the implementation of progressive discipline. This approach allows us to address student behavior in a constructive manner, focusing on growth and learning rather than punishment. By tailoring our responses to the individual needs of each student, we aim to guide them towards making better choices and understanding the impact of their actions.</p> <p>Our school has adopted Positive Behavioral Interventions and Supports (PBIS) as a framework to promote positive behavior and enhance the overall school climate. PBIS helps us establish clear expectations and provide consistent reinforcement, which encourages students to engage in positive behaviors. Additionally, we incorporate Restorative Practices to build a sense of community and accountability. This approach emphasizes repairing harm and restoring relationships, allowing</p>

students to reflect on their actions and understand the consequences in a meaningful way.

Capturing Kids' Hearts is another integral part of our strategy, focusing on building strong, trusting relationships between students and staff. By creating a supportive and caring environment, we aim to engage students emotionally and academically, which is essential for their social-emotional learning (SEL). This foundation helps students feel valued and understood, encouraging them to remain on campus and actively participate in their education.

To further support our students, we have established the STAR program and an In School Suspension program. The STAR program is designed to provide targeted assistance to students who may need additional support in specific areas, helping them to overcome challenges and succeed academically. Our In School Suspension program offers an alternative to traditional suspension, allowing students to remain in a structured environment where they can continue their education while addressing behavioral issues. This approach ensures that students receive the necessary guidance and

			support to improve their behavior and academic performance.
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<p><b>Goal 3: To increase Student overall attendance by 0.5% for the 2026-2027 School year.</b></p>	<p><b>YES</b></p>	<p>Endeavour has demonstrated commendable consistency in maintaining a 90% attendance rate throughout the school year, distinguishing itself as the middle school with the highest attendance percentage. This achievement reflects the dedication of our students, the commitment of our staff, and the support of our community in prioritizing education.</p> <p>Despite this success, we recognize the importance of addressing the issue of chronic absenteeism among a segment of our student population. Our goal for the upcoming school year is to implement targeted strategies and interventions to support these students, ensuring they have the resources and encouragement needed to improve their attendance and fully engage with their educational journey.</p>	<p>At Endeavour, we have established a dedicated attendance team comprising members from various roles including the administrative team, attendance clerk, family ambassador, community liaison, health clerk, and nurse. This diverse team convenes on a weekly basis to proactively address student absenteeism by making phone calls to families to understand the reasons behind absences and to explore ways in which we can support students in maintaining regular attendance.</p> <p>For students who are chronically absent, we have taken a more hands-on approach by conducting home visits to better understand and address the barriers preventing them from attending school. Additionally, we are implementing incentive programs to encourage and motivate students to come to school regularly.</p> <p>To further engage students and foster a sense of belonging, we have partnered with our Elevo team to facilitate a variety of on-campus activities. These activities are designed to spark students' interests</p>
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			<p>and provide them with additional reasons to attend school, thereby enhancing their overall school experience.</p> <p>Our counselors and administrative staff are actively monitoring the Sown to Grow program to identify and address any issues related to student exclusion. This initiative allows us to ensure that all students feel included and supported within our school community, thereby promoting a positive and inclusive educational environment.</p>
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**GOAL ANALYSIS:**

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming school year that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal, as well as identified areas of growth and any solutions you developed. (300 words or less)

At Endeavour, we recognize the vital role that parents play in the educational journey of their children. This year, we are committed to enhancing parental engagement by creating more opportunities for parents to participate in school activities and decision-making processes. By fostering a collaborative environment, we aim to build stronger partnerships with families, ensuring that they feel valued and integral to their child's success.

In our efforts to create a more supportive and inclusive school environment, we are also focusing on reducing suspensions. We will be implementing restorative practices and providing additional support for students who may be struggling. By addressing the root causes of behavioral issues and promoting positive behavior interventions, we aim to keep students in the classroom where they can continue to learn and grow.

Additionally, increasing attendance is a key priority for us this year. We understand that regular attendance is crucial for academic achievement and are dedicated to identifying and addressing barriers that may prevent students from attending school consistently. Through targeted interventions and support systems, we strive to ensure that every student has the opportunity to benefit from a full and enriching educational experience.

## **STRATEGY 2: CENTERING COMMUNITY-BASED LEARNING:**

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

At Endeavour Middle School, we recognize that meaningful learning happens when educators deeply understand the lived experiences of their students and families. This understanding is essential for creating inclusive, responsive classrooms that are anchored in the principles of community-based learning (CBL). Our goals for this school year reflect a commitment to empowering educators through relationship-building, culturally responsive practice, and deeper engagement with our surrounding community.

To deepen educator understanding of students and families, we are focusing on improving teacher-family relationships. By fostering open communication and mutual respect, we aim to create a supportive environment where educators can gain insights into the unique backgrounds and needs of each student. This will enable us to implement culturally informed classroom strategies that reflect student identity and context, ensuring that our teaching methods are relevant and effective. Additionally, we are committed to increasing family participation in school activities and decision-making processes, recognizing that families are integral partners in the educational journey of their children.

In our efforts to reduce suspensions and promote restorative practices, we are dedicated to increasing student engagement and accountability through restorative practices. By focusing on conflict resolution and personal growth, we aim to address behavioral issues constructively, allowing students to learn from their mistakes and contribute positively to the school community. This approach will help strengthen the sense of belonging and emotional safety among students, creating a nurturing environment where all individuals feel valued and supported.

As we strive to reduce suspensions and promote restorative practices, we have observed a notable decrease in both suspension rates and disciplinary referrals. This shift is a testament to our commitment to fostering a more supportive and understanding school environment. By implementing restorative practices, we have not only increased student engagement but also enhanced their sense of accountability. These practices encourage students to reflect on their actions and understand the impact on their peers, thereby promoting a more harmonious school community. Furthermore, these efforts have strengthened our students' sense of belonging and emotional safety, creating a nurturing atmosphere where every student feels valued and supported.

In our pursuit to improve student attendance through family engagement and barrier reduction, we have successfully increased our daily attendance rate. This improvement is crucial as consistent attendance is directly linked to academic success and overall student well-being. Additionally, we have made significant strides in reducing chronic absenteeism, ensuring that more students are present and ready to learn each day. Our efforts to build stronger relationships between school staff and families have been instrumental in this progress. By addressing shared challenges collaboratively, we have created a supportive network that empowers families and helps remove obstacles to regular school attendance.

### **STRATEGY 3: COLLABORATION LEADERSHIP:**

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

At our community school, we utilize a shared governance model that emphasizes collaborative leadership, transparency, and stakeholder voice in decision-making. This system is designed to align academic goals with community engagement and student support.

#### **Key Roles & Teams**

- **Principal**

The principal serves as the instructional and operational leader of the school, responsible for driving the vision, ensuring student achievement, and fostering a culture of continuous improvement.

- **Two Assistant Principals**

Each assistant principal supports school-wide operations and student discipline, while also overseeing specific academic departments or grade levels to ensure instructional consistency and teacher support.

- **Instructional Coach**

The coach supports classroom teachers by facilitating professional development, modeling best practices, and helping analyze student data to inform instruction.

- **Instructional Leadership Team (ILT)**

This team includes administrators, teacher leaders, and support staff who collaboratively review data, drive schoolwide instructional decisions, and ensure alignment between grade-level planning and school goals.

- **Family Ambassador**

This role serves as a bridge between families and the school, promoting family engagement, coordinating parent education efforts, and collecting feedback from caregivers.

- **Community Liaison**

The liaison coordinates with community partners, local agencies, and volunteers to bring in resources that support student needs academically, socially, and emotionally.

## **STRATEGY 4: SUSTAINING STAFF AND RESOURCES:**

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

To ensure sustainability beyond the life of our implementation grant, we are developing a multi-tiered plan that focuses on capacity-building, strategic resource alignment, and institutionalizing effective practices. Here are the key steps we're considering:

### 1. Building Internal Capacity

- **Leadership Development:** Strengthen the skills of our Instructional Leadership Team (ILT), teacher leaders, and support staff through continuous professional development to carry forward initiatives independently.
- **Shared Leadership Structures:** Continue empowering teacher voice and stakeholder collaboration through ILT, PLCs, and family/community engagement teams.
- **Talent Retention:** Develop systems to recognize and retain high-performing staff, ensuring continuity and deep understanding of school priorities.

### 2. Embedding Effective Practices into School Culture

- **Instructional Systems:** Embed data-driven instruction (i-Ready, SIPPS, CFAs) into regular instructional cycles so they become part of the school's academic DNA.
- **Tiered Interventions:** Institutionalize MTSS practices and intervention protocols, with documented procedures and staff ownership to continue academic and behavioral support.
- **Family & Community Partnerships:** Strengthen relationships with existing community organizations.

### 3. Monitoring & Evaluation for Continuous Improvement

- **Sustainability Metrics:** Create a scorecard to monitor long-term progress and resource impact, helping guide strategic decisions beyond the grant period.
- **Annual School Improvement Planning:** Incorporate key initiatives into the school's annual plan and reflect them in goal-setting, budget planning, and staff evaluation processes.

### 4. Community Ownership and Advocacy

- **Empowering Families:** Train and support families to become advocates for sustaining programs through site council participation, parent groups, and community forums.
- **Student Voice:** Include student leadership in shaping ongoing priorities to build relevance and ownership.

## STRATEGY 5: STRATEGIC COMMUNITY PARTNERSHIPS:

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

At Endeavour, our partnerships are intentionally designed to align with our shared vision of academic excellence, equity, and whole-child support. We believe strong partnerships should not only provide resources but also be responsive to the expressed needs and priorities of students, staff, families, and the wider community.

#### Established Partnerships

##### Local Nonprofit Organizations

- Purpose: Provide mentorship, mental health services, food distribution, and after-school programming.
- Responsive Approach: Programs are co-designed based on student voice data, school climate surveys, and family engagement feedback.

##### School-Based Health Provider

- Purpose: Offer on-campus physical and behavioral health services.
- Responsiveness: Directly addresses barriers to learning by increasing access to care—an issue repeatedly raised in family and staff input sessions.

##### University/College Partnerships

- Purpose: Support teacher pipelines, offer tutoring, and provide enrichment programming.
- Responsiveness: Helps staff with credentialing pathways and supports academic acceleration for students.

##### Law Enforcement & First Responders (Community Policing Model)

- Purpose: Build trust and safety through positive, non-enforcement interactions.
- Responsiveness: Aligns with staff and family requests for increased school safety without increasing punitive discipline.

##### Business & Workforce Development Partners

- Purpose: Support career exploration, internships, and school-based enterprise projects.
- Responsiveness: Tailored to middle and upper-grade students' interest in career readiness and financial literacy.

##### Guiding Principles for Partnership Development

- Equity-Centered: Partnerships are prioritized based on equity audits and disaggregated student data.
- Community-Led: Input from students, staff, and families guides both the selection and design of partner programs.
- Sustainable & Measurable: All partnerships include shared goals and outcomes to evaluate impact.

# Staffing and Professional Development

## Staffing and Professional Development Summary

The staff at Endeavour were trained in Capturing Kids Hearts, Restorative Practices and Teacher Clarity.

At Endeavour, our staff has undergone comprehensive training in Capturing Kids Hearts, a program designed to foster positive relationships between teachers and students. This initiative equips our educators with the skills to create a supportive and engaging classroom environment, where students feel valued and motivated to learn.

Additionally, our commitment to Restorative Practices reflects our dedication to building a school community centered on respect and accountability. Through this approach, we aim to address conflicts and behavioral issues by encouraging open dialogue and understanding, ultimately promoting a culture of empathy and cooperation among students and staff.

Furthermore, our focus on Teacher Clarity ensures that our educators are well-prepared to deliver clear and effective instruction. By setting explicit learning goals and providing structured guidance, we strive to enhance student comprehension and achievement, ensuring that every learner has the opportunity to succeed.

## Staffing and Professional Development Strengths

At Endeavour, we are fortunate to have a diverse team of educators, comprising both veteran and new teachers. This blend of experience and fresh perspectives creates a dynamic and balanced environment that is essential as we advance into the next phases of our educational journey. The seasoned teachers bring a wealth of knowledge and proven strategies, while the newer educators contribute innovative ideas and contemporary approaches to teaching and learning. Together, they form a cohesive unit that is well-equipped to meet the evolving needs of our students.

Our staff's commitment to Capturing Kids' Hearts (CKH), Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices is a testament to their dedication to fostering a positive and inclusive school culture. This collective buy-in is crucial as we strive to implement these frameworks with fidelity. By doing so, we aim to create a supportive and nurturing environment where every student feels valued and empowered to succeed. It is imperative that we continue to work collaboratively to ensure these practices are consistently and effectively integrated into our daily routines, thereby enhancing the overall educational experience for our students.

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** Teachers require professional development that emphasizes how to communicate learning objectives and define success criteria, helping students fully grasp what is expected for mastery.

**Root Cause/Why:** Although data shows strong implementation of learning intentions and feedback, students struggled to communicate what the successful criteria were.

**Needs Statement 2 (Prioritized):** Ongoing professional development in PBIS, Capturing Kids' Hearts, and restorative practices is essential for staff to implement a

fair, consistent, and culturally responsive approach to discipline.

**Root Cause/Why:** Feedback from CKH and YouthTruth reveals varied student experiences with discipline fairness, reinforcing the need for clear expectations and consistent practices throughout the school.

**Needs Statement 3 (Prioritized):** Learning intentions are set, but data suggests that students may have difficulty evaluating their progress without clear success criteria.

**Root Cause/Why:** Students need focused, data-driven literacy instruction to ensure understanding of concepts.

**Needs Statement 4:** As students face increasing challenges with stress, anxiety, and emotional regulation, there is a growing need to prioritize social-emotional learning (SEL) alongside academic achievement. Professional development for educators is essential to equip them with strategies to support restorative practices, and implement data-driven instruction.

**Root Cause/Why:** Suspension, Sown to Grow, and SWIS data consistently highlight student difficulties with emotional regulation, impulsive behavior, and physical aggression.

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# Teaching and Learning

## Teaching and Learning Summary

At Endeavour Middle School, our dedicated staff has shown an unwavering commitment to utilizing data to inform and enhance instructional practices. This data-driven approach has been instrumental in identifying student needs and tailoring instruction to meet those needs effectively. As a result of this focused effort, we have successfully transitioned students from Tier 3 Math and English classes into elective courses, providing them with broader learning opportunities and fostering a more well-rounded educational experience.

Our focus on data has been supported by the use of i-Ready and SIPPS assessments, which have provided valuable insights into student progress and areas requiring additional support. By analyzing this data, our educators have been able to make informed decisions that directly impact student learning outcomes, ensuring that each student receives the appropriate level of instruction and intervention.

Collaboration has been a cornerstone of our success, with staff working together in Professional Learning Communities (PLCs) to share strategies, discuss student progress, and develop action plans. Additionally, our Instructional Leadership Team (ILT) has met regularly to review data, discuss next steps, and ensure alignment with our school's goals. This collaborative approach has fostered a culture of continuous improvement and has been key to our ability to adapt and respond to the needs of our students effectively.

## Teaching and Learning Strengths

At Endeavour, we have effectively harnessed the power of data to inform and guide our decision-making processes. By utilizing data-driven insights, we ensure that our educational strategies are tailored to meet the specific needs of our students, thereby enhancing their learning experiences and outcomes. This approach allows us to identify areas for improvement and implement targeted interventions that foster academic growth.

Our dedicated teachers have embraced innovative strategies such as i-Ready and Formative Interim Assessment Blocks (FIABs) to support students in building essential foundational skills. These tools provide personalized learning experiences that cater to the individual needs of each student, ensuring that they receive the support necessary to thrive academically. By focusing on foundational skills, we lay a strong groundwork for students' future success.

Collaboration is at the heart of our school's culture, as evidenced by the active participation of our staff in Professional Learning Communities (PLCs), Instructional Leadership Teams (ILTs), and staff meetings. These collaborative efforts are centered around prioritizing the needs of our students, fostering an environment where educators work together to share best practices, address challenges, and celebrate successes. This collective focus ensures that our students receive a high-quality education that is responsive to their needs.

To address the issue of chronic absenteeism, Endeavour has established a dedicated attendance team that works diligently to support students and families. This team, which includes the health office, attendance clerk, Community Liaison, Family Ambassadors, and the Admin Team, collaborates to identify barriers to attendance and implement strategies to improve student engagement. By working together, we strive to create a supportive environment that encourages regular attendance and promotes student success.

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** Teachers will continue to collaborate in Professional Learning Communities (PLCs) at both the grade level and department level.  
**Root Cause/Why:** Teachers will utilize the PLC process to analyze student data and collaboratively develop instructional strategies aimed at accelerating student growth and achievement.

**Needs Statement 2 (Prioritized):** Students need clearly articulated success criteria integrated into daily instruction to help them understand learning goals and what it means to achieve mastery.  
**Root Cause/Why:** While learning intentions are in place, data suggests that students may have difficulty monitoring their own progress due to the lack of explicit success criteria.

**Needs Statement 3 (Prioritized):** Students need intentional, data-driven math instruction that builds deep conceptual understanding and supports long-term proficiency.  
**Root Cause/Why:** Assessment data reveals that many students lack the foundational knowledge and conceptual clarity in math necessary for achieving grade-level proficiency.

**Needs Statement 4:** There is a need to address and implement effective writing and grammar strategies/program.  
**Root Cause/Why:** Students are struggling with writing. There is no unified writing program.

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# Parental Engagement

## Parental Engagement Summary

At Endeavour Middle School, we recognize the invaluable contributions that parents and families make to the educational journey of our students. We are committed to fostering strong partnerships with them, understanding that their involvement is crucial to the success of our educational programs. By actively seeking opportunities to engage parents and families in various aspects of school life, we aim to create a collaborative environment that enriches the learning experience for all students. Whether through participation in school events, volunteering, or involvement in decision-making processes, we believe that their engagement not only supports their children's academic growth but also strengthens the school community as a whole.

At Endeavour, we are committed to providing a range of family workshops that are specifically designed to engage and educate parents about the learning process. These workshops are crafted to offer practical strategies and meaningful insights, empowering families to actively support their child's education at home. By equipping parents with the necessary tools and knowledge, we aim to enhance their ability to contribute positively to their child's academic journey.

We also offer a variety of volunteer opportunities that encourage parents and family members to participate actively in school events and activities. This involvement is crucial as it not only enriches our programs but also strengthens the bond between home and school. By fostering a united community, we create an environment where student success is a shared goal, supported by both educators and families.

Furthermore, Endeavour is dedicated to gathering feedback and input from families, ensuring that their voices are heard and considered in our decision-making processes. This collaborative approach allows us to tailor our support to better meet the needs of our students and their families. By valuing and incorporating family perspectives, we enhance our ability to provide a supportive and responsive educational environment.

At Endeavour, we recognize the vital role that parental engagement plays in a child's educational journey. To this end, we are expanding our selection of workshops designed to empower families with the skills and knowledge necessary to effectively support their children's learning at home. These workshops are tailored to address various aspects of academic support, ensuring that parents feel confident and equipped to contribute positively to their child's educational experience.

In addition to workshops, we are excited to host a variety of community events that invite families and local partners to join us on campus beyond regular school hours. These events are not only a chance for families to engage with the school environment but also an opportunity for the community to come together in a shared commitment to education. By opening our doors to the community, we aim to create a welcoming atmosphere that encourages collaboration and mutual support.

Endeavour is steadfast in its dedication to creating opportunities that leverage the strengths and assets of our community. By celebrating the diverse talents and resources available, we provide students with enriching learning experiences that go beyond the traditional classroom setting. These events are designed to instill a sense of pride and belonging among students, as they see their community's contributions reflected in their education. By integrating these community resources, we not only enhance student learning but also strengthen the connection between the school and the broader community.

Through these comprehensive efforts, our goal is to equip parents with practical tools that support their children's academic growth while simultaneously building a united and supportive network for student success. We believe that by fostering strong partnership.

## Parental Engagement Strengths

Our school has made significant strides in fostering a strong connection with our community, thanks to the dedicated efforts of our Community Liaison, Family Ambassadors, Admin team, and staff. Through their collaborative work, we have successfully organized numerous community events on campus, providing parents with the opportunity to engage with our school environment and meet our staff. These events have not only strengthened the bond between the school and families but have also encouraged active parental involvement.

As a result of these initiatives, many parents have taken on the role of parent volunteers, contributing their time and energy to support various school activities. Their participation in parenting classes has further empowered them with valuable skills and knowledge, enhancing their ability to contribute positively to our school community. The involvement of these dedicated parents in campus events has been instrumental in creating a welcoming and inclusive atmosphere, benefiting both students and staff alike.

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** Families need clear, consistent, and transparent communication to stay informed and engaged in their child's education. This includes a thorough understanding of academic expectations, practical strategies to support learning at home, and clear explanations of school-wide discipline practices.

**Root Cause/Why:** YouthTruth and CKH family feedback highlights a clear need for greater transparency around how student progress is measured, how parents can support learning at home, and how discipline policies are fairly and restoratively applied.

**Needs Statement 2 (Prioritized):** Increase parent involvement and engagement in a variety of school events and committee activities.

**Root Cause/Why:** Strengthen communication with parents to emphasize that their presence, input, and voice are valued and play a vital role in the school's decision-making process.

**Needs Statement 3 (Prioritized):** Parents should be given meaningful opportunities to share their perspectives and provide input on the school plan, addressing academic, social-emotional, and behavioral needs, while also being supported with resources and learning opportunities to reinforce these areas at home

**Root Cause/Why:** Parents are currently seeking strategies to support their children at home in the areas of academics, social-emotional development, and behavior.

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# School Culture and Climate

## School Culture and Climate Summary

The implementation of restorative practices has been a cornerstone in our efforts to cultivate a nurturing and inclusive school environment. By emphasizing the importance of repairing harm and restoring relationships, these practices have encouraged students to take responsibility for their actions and understand the impact of their behavior on others. This approach has not only reduced the need for punitive measures but has also strengthened the sense of community within our school.

We have also seen a notable increase in Social and Emotional Learning (SEL) initiatives, which have played a crucial role in equipping students with the skills necessary to manage their emotions, set positive goals, and establish healthy relationships. By integrating SEL into our curriculum, we are helping students develop the emotional intelligence needed to navigate both academic and personal challenges effectively.

The increased implementation of the Capturing Kids' Hearts program has further enhanced our ability to connect with students on a personal level. This program focuses on building trust and respect between students and educators, fostering an environment where students feel safe and motivated to engage in their learning. By prioritizing these relationships, we are creating a school culture that values empathy and mutual respect.

Our commitment to Positive Behavioral Interventions and Supports (PBIS) has been instrumental in promoting positive behavior throughout the school. By establishing clear expectations and recognizing students for their positive actions, PBIS has helped to create a consistent and supportive framework that encourages students to make good choices and take pride in their achievements.

## School Culture and Climate Strengths

At Endeavour, we have implemented attendance incentives as a strategic approach to encourage and motivate our students to attend school regularly. By recognizing and rewarding consistent attendance, we aim to foster a culture of commitment and responsibility among our students, emphasizing the value of education and the role it plays in their future success.

Our dedicated attendance team plays a crucial role in this initiative by actively engaging with students and their families. Through phone calls and home visits, they convey the message that each student is a valued member of our school community. This personalized approach not only reinforces the importance of regular attendance but also strengthens the connection between the school and home, ensuring that students feel supported and understood.

In our efforts to create a more inclusive and supportive school environment, we are exploring alternatives to traditional school suspensions. By prioritizing student voices and ensuring they feel heard, we aim to address behavioral issues constructively. Our commitment to Restorative Practices and Social Emotional Learning (SEL) provides students with the tools to reflect on their actions, understand their impact, and make positive changes. These corrective measures are designed to promote personal growth and accountability, reinforcing the significance of each student's presence and contribution to our campus.

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** Improve early warning systems to identify and intervene with at-risk students before attendance issues become chronic.  
**Root Cause/Why:** Students who fall behind in coursework may feel embarrassed or overwhelmed, leading to disengagement and avoidance of school.

**Needs Statement 2 (Prioritized):** Enhancing students' sense of belonging by fostering a welcoming atmosphere and cultivating strong, supportive relationships.  
**Root Cause/Why:** Addressing students' social-emotional needs is essential to supporting their academic achievement and positive behavioral development.

**Needs Statement 3 (Prioritized):** Reduce chronic absenteeism by recognizing and celebrating individual students and grade-level classrooms that demonstrate strong attendance.  
**Root Cause/Why:** Enhance communication from teachers and staff to parents and students about the importance of consistent school attendance and minimizing missed instructional time.

**Needs Statement 4 (Prioritized):** Students need purposeful opportunities to develop meaningful peer relationships, strengthen their sense of belonging, and Students require a consistent, equitable, and restorative approach to discipline that emphasizes relationship-building, accountability, and social-emotional development.  
**Root Cause/Why:** While restorative practices have been introduced, Youth Truth feedback indicates a lack of clarity and consistency in how these practices are applied across classrooms, leading to varied student experiences.

**Needs Statement 5 (Prioritized):** Students and families need a transparent, consistent, and culturally responsive approach to discipline that promotes fairness through restorative practices and clear expectations.  
**Root Cause/Why:** Youth Truth feedback reveals concerns regarding the fairness and consistency of disciplinary actions, underscoring the need for improved communication and understanding of school policies, consequences, and restorative procedures.

**Needs Statement 6 (Prioritized):** To continue to build positive school culture and community to increase attendance, targeted art instruction and lessons will take place throughout the school year on Monday, Wednesday, Thursday and Fridays.  
**Root Cause/Why:** Increase VAPA instruction and offerings, increase student engagement to help increase attendance throughout the week.

**Needs Statement 7:** Students need regular recognition and celebration of their positive contributions to the school community to foster a culture of encouragement, motivation, and belonging.  
**Root Cause/Why:** YouthTruth feedback indicates that students value acknowledgment but may not always feel their efforts and achievements--academic, behavioral, or extracurricular--are consistently recognized.

**Needs Statement 8:** Students need access to extended learning opportunities to enhance school learning, provide extra opportunities to educate the whole child, and provide a positive school culture with students, staff, and community.  
**Root Cause/Why:** Students do not have access to extra-curricular activities, tutoring, or enrichment activities outside of the academic school day.

**Needs Statement 9:** There is a need to address positive student interaction with each other.  
**Root Cause/Why:** Students report (in the Youth Truth Survey) that students are not treating each other with respect and kindness.

# Goals, Strategies/Activities, and Expenditures

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

## Goal 1.1

Goal #	Description
Goal 1.1	CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities. CCSPP: Strategy 3: Collaborative Leadership . In ELA the goal for grades 6-8 will be in writing. Improve student reading proficiency across all reading assessment measures by the end of the 2026-27 school year, with the English Language Arts CAASPP score increasing to by 5 points below standard as represented on the California School Dashboard.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Teachers require professional development that emphasizes how to communicate learning objectives and define success criteria, helping students fully grasp what is expected for mastery.

Learning intentions are set, but data suggests that students may have difficulty evaluating their progress without clear success criteria.

Teachers will continue to collaborate in Professional Learning Communities (PLCs) at both the grade level and department level.

Students need clearly articulated success criteria integrated into daily instruction to help them understand learning goals and what it means to achieve mastery.

Families need clear, consistent, and transparent communication to stay informed and engaged in their child's education. This includes a thorough understanding of academic expectations, practical strategies to support learning at home, and clear explanations of school-wide discipline practices.

Increase parent involvement and engagement in a variety of school events and committee activities.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA - CAASPP ( 6-8) African American Students	- 123.8 points below standard	-118 points below standard
ELA - CAASPP ( 6-8)	-93.4 points below standard	-88 points below standard

ELA - CAASPP ( 6-8) Hispanic Students	-85.3 points below standard	-80 points below standard
ELA - CAASPP ( 6-8) Long-Term English Learners	- 75.8 points below standard	-70 points below standard
ELA - CAASPP ( 6-8) Homeless	-107.3 points below standard	-102 points below standard
ELA - CAASPP ( 6-8) Students with Disabilities	-155 points below standard	-150 points below standard
ELA - CAASPP ( 6-8) Socio-Economically Disadvantaged Students	-101.9 points below standard	-96 points below standard
Two or more Races	-91.8 points below standard	-86 points below standard
i-Ready Reading Proficiency (6-8) All Students	24% Early on grade level or above grade level EOY	27% Early on grade level or above grade level.
i-Ready Reading Proficiency (6-8) All Students African American	0% Early on grade level or above grade level EOY	3% Early on grade level or above grade level.
i-Ready Reading Proficiency (6-8) Foster Students	12% Early on grade level or above grade level EOY	15% Early on grade level or above grade level.
i-Ready Reading Proficiency (6-8) English Learners	7% Early on grade level or above grade level EOY	10% Early on grade level or above grade level.
i-Ready Reading Proficiency (6-8) Homeless.	21% Early on grade level or above grade level EOY	24% Early on grade level or above grade level.
i-Ready Reading Proficiency (6-8) Students with Disabilities	3% Early on grade level or above grade level EOY	6% Early on grade level or above grade level.

i-Ready Reading Proficiency (6-8) Socio-Economically Students	21% Early on grade level or above grade level EOY	24% Early on grade level or above grade level.
i-Ready Reading Proficiency (6-8) Students Two or More Races	24% Early on grade level or above grade level EOY	27% Early on grade level or above grade level.
i-Ready Reading Proficiency (6-8) Hispanic Students	26% Early on grade level or above grade level EOY	29% Early on grade level or above grade level.

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities CCSPP Strategy 3: Collaborative Leadership</p> <p>Goal: Ensure all teacher teams function as high-impact Professional Learning Communities (PLCs) that use student data to guide instruction. By 2026-2027, at least 90% of PLCs will show continuous improvement through effective use of Common Formative Assessments (CFAs), data-driven planning, and evidence of student growth.</p> <p>Equity &amp; Family Engagement: PLCs will prioritize equity by analyzing disaggregated data to address the needs of all students, especially historically underserved groups. Schools will strengthen family partnerships by clearly communicating student progress, sharing CFA results, and involving families in goal-setting and support at home.</p> <p>Overview: Teacher teams will engage in structured PLC collaboration to improve instruction and outcomes by:</p> <p>Using data to identify needs, plan instruction, and adjust practices Analyzing student work and CFA results to address learning gaps Designing and implementing CFAs for timely feedback Following PLC protocols to ensure consistency, accountability, and</p>	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$10,000</p> <p>\$7,515</p> <p>\$10,000</p> <p>\$600</p> <p>\$3,000</p>	<p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>Title 1 Account Code: 4000–4999 Books and</p>

	<p>documentation</p> <p>Dedicated time will be provided for regular, facilitated PLC meetings.</p> <p>Implementation:</p> <p>Professional Development: Training in standards-based instruction, differentiation, interventions, and effective PLC practices</p> <p>Protected Collaboration Time: Scheduled PLC time (e.g., common planning, early release)</p> <p>Structured Meetings: Weekly/biweekly data review, instructional planning, and reflection</p> <p>Systems &amp; Tools: Shared platforms for planning, data tracking, and documentation</p> <p>Monitoring:</p> <p>Effectiveness will be measured through:</p> <p>i-Ready growth and diagnostic data</p> <p>CFA results and subgroup performance</p> <p>Intervention and progress monitoring data</p> <p>PLC observations and walkthroughs</p> <p>Student work and end-of-year assessment results (e.g., CAASPP) to evaluate overall impact and inform next steps</p>		<p>\$5,000</p>	<p>Supplies</p> <p>LCFF S/C</p> <p>Account Code:</p> <p>4000–4999 Books and Supplies</p>
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<p>1.1.2</p>	<p>Signature Practice - Strategy 1: Shared Commitment, Understanding, and Priorities Focus: Data-Driven Instruction &amp; Targeted Intervention</p> <p>Goal (by 2026-2027): 70% of students meet/exceed typical growth in Reading and Math (i-Ready) Tier III students achieve 1.5 years growth or meet individual targets 15% reduction in Tier III non-progression 100% of PLCs implement CFAs and adjust instruction based on data 85% of students show progress toward essential standards</p> <p>Equity: Close achievement gaps by 10 percentage points (EL, SWD, low SES) 75% of underserved students meet/exceed growth targets 100% of PLCs analyze disaggregated data monthly 90% of Tier II/III students receive targeted, standards-aligned interventions</p> <p>Family Engagement: 90% of Tier II/III families participate in at least one engagement per semester 85% of families understand student progress and how to support at home 100% receive quarterly standards-based updates (including CFA data) 80% of targeted families engage in two or more communications annually</p> <p>Overview: Teachers use i-Ready, CFAs, and classroom data to group students, personalize instruction, and adjust teaching through PLC collaboration.</p> <p>Implementation: Tier III: i-Ready Personalized Pathway, SIPPS, and intervention classes Tier I: Small groups, differentiated instruction, flexible grouping PLC/Data Cycles: Regular data analysis, goal-setting, and instructional planning PD: Data use, differentiation, and tiered interventions</p> <p>Monitoring: i-Ready diagnostics (3x/year) + monthly Tier III monitoring CFAs analyzed in PLCs for reteaching/enrichment Intervention logs and 4-6 week progress reviews Admin walkthroughs, PLC observations, and coaching cycles</p> <p>Evidence Source: iReady assessments Teacher Created and Formative assessments CAASPP assessment</p>	<p>Homeless, Low Income, Foster Youth, English Learners, All Students, Students with Disabilities</p>	<p>\$5,000</p>	<p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p>
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	<p>Success Indicators: Increased i-Ready growth Fewer students in Tier III over time Strong PLC evidence (CFAs, data use, reteaching) Improved performance on benchmarks and CAASPP</p>			
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<p>1.1.3</p>	<p>CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities:  CCSPP Strategy 2: Centered Community-Based Learning:  CCSPP Strategy 4: Sustaining Staff and Resources</p> <p>Focus: Instructional Capacity, Professional Learning &amp; Collective Efficacy</p> <p>Goal (by 2026-2027):  100% of teachers complete at least one coaching cycle  100% participate in quarterly learning walks  85% show instructional growth based on walkthrough and reflection data  80% of classrooms consistently demonstrate standards-aligned instruction</p> <p>Equity:  100% of teachers implement at least two equity-focused strategies (e.g., scaffolding, differentiation, EL supports)  85% of classrooms show equitable student engagement (discourse, participation, checks for understanding)  10% reduction in engagement gaps for EL, SWD, and other subgroups  All coaching, PLCs, and PD cycles include an explicit equity focus</p> <p>Family Engagement:  85% of teachers conduct at least two meaningful family communication cycles per semester  75% of families participate in at least one school or classroom learning event annually  100% of teachers provide quarterly family-friendly learning resources  80% of families report clear communication and feeling welcomed as partners</p> <p>Overview:  A system of coaching, learning walks, and professional development builds teacher capacity and ensures consistent, high-quality, standards-based instruction across classrooms.</p> <p>Implementation:  Coaching (Dept. Chairs): Goal setting, observation, feedback, co-planning, co-teaching  Professional Learning: PD on differentiation, literacy, scaffolding, and assessment  Learning Walks: Quarterly cycles with protocols and reflection  PLC Collaboration: Shared reflection and instructional refinement</p> <p>Monitoring:  Learning walk participation and debrief notes</p>	<p>Homeless,  Students with  Disabilities,  Foster Youth,  English  Learners, All  Students, Low  Income</p>		
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	<p>Coaching cycle logs  Administrative walkthroughs (DigiCoach)  Teacher reflection and self-assessments  Instructional trends reviewed by ILT</p> <p>Evidence Source  iReady assessments  Teacher Created and Formative assessments  CAASPP assessment</p> <p>Success Indicators:  More consistent high-quality instruction across classrooms  Increased teacher confidence and effectiveness  Strong alignment between PD, coaching, and classroom practice  Visible instructional growth through reflection and observation</p>			
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	<p>Shared systems for planning and data tracking</p> <p>Monitoring:  PLC agendas, minutes, and artifacts  Classroom walkthroughs aligned to PLC goals  CFA and student data analysis  Administrative PLC observations and feedback  ILT review of instructional trends</p> <p>Evidence Source  Artifacts</p> <p>Success Indicators:  Stronger, more consistent PLC collaboration  Better alignment of standards, instruction, and assessment  Increased data-driven instructional adjustments  Improved student growth and achievement</p>			
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## Annual Review

### SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

The strategies and activities were effectively implemented through strong PLC collaboration, data-driven instruction, and targeted interventions. Teachers regularly used i-Ready, CFAs, and student data to adjust instruction and provide support. Professional development, coaching, and learning walks strengthened instructional practices. Increased family engagement and the implementation of PBIS, Restorative Practices, and Capturing Kids' Hearts also improved school culture and student support. These strategies are working because they create consistency, build relationships, and provide targeted support based on student needs.

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

There were minor differences between intended implementation and actual execution due to staffing demands, scheduling constraints, and limited time for consistent collaboration and intervention support. Some professional development and PLC structures required adjustments throughout the year. Additionally, intervention implementation varied across classrooms, impacting consistency. What is not fully working is the consistent implementation of instructional and intervention practices schoolwide, as some systems are still being refined to ensure all students receive equitable and targeted support especially in English instruction.

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.

As a result of this analysis, modifications will include strengthening PLC implementation, increasing consistency in intervention practices, expanding family communication opportunities, and refining progress-monitoring systems to better support student outcomes. Additional focus will be placed on clear success criteria, targeted instructional strategies, and consistent use of data to guide interventions. These changes are reflected throughout the SPSA within the revised goals, annual measurable outcomes, and updated strategies/activities sections, particularly under Goal 1.1 and related implementation action steps.

## Goal 1.2

Goal #	Description
Goal 1.2	CCSPP: Strategy 1: Shared Commitment, Understanding, and Priorities, and CCSPP Strategy 3: Collaborative Leadership In math. Our goal is to increase the ELA CAASPP Summative Assessment by at least 3 points for the 2026-2027 School year.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Teachers will continue to collaborate in Professional Learning Communities (PLCs) at both the grade level and department level.

Students need clearly articulated success criteria integrated into daily instruction to help them understand learning goals and what it means to achieve mastery.

Students need intentional, data-driven math instruction that builds deep conceptual understanding and supports long-term proficiency.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math - CAASPP 6-8 All Students	- 139.7 points below standard	-135 points below standard
Math - CAASPP 6-8 African American Students	-164.5 points below standard	-159 points below standard
Math - CAASPP 6-8 English Learners	-159.1 points below standard	-154 points below standard
Math - CAASPP 6-8 Hispanic Students	-135 points below standard	-130 points below standard
Math - CAASPP 6-8 Long Term English Learners	-185.6 points below standard	-180 points below standard
Math - CAASPP 6-8 Students Homeless	-156.1 points below standard	-155 points below standard
Math - CAASPP 6-8 Students with Disabilities	-194.2 points below standard	-189 points below standard

Math - CAASPP 6-8 Two or More Races	-153.3 points below standard	-148 points below standard
Math - CAASPP 6-8 Students Socioeconomically Disadvantage	-148.5 points below standard	-143 points below standard
i-Ready Math Proficiency 6-8 All Students	12% on grade level or above grade level EOY	15% on grade level or above grade level
i-Ready Math Proficiency 6-8 African American Students	7% on grade level or above grade level EOY	10% on grade level or above grade level
i-Ready Math Proficiency 6-8 Foster	6% early on grade level or above grade level EOY	9% early on grade level or above grade level
i-Ready Math Proficiency 6-8 English Learners	0% early on grade level or above grade level EOY	3% early on grade level or above grade level
i-Ready Math Proficiency 6-8 Homeless	10% early on grade level or above grade level EOY	13% early on grade level or above grade level
i-Ready Math Proficiency 6-8 Students with Disabilities	0% early on grade level or above grade level EOY	3% early on grade level or above grade level
i-Ready Math Proficiency 6-8 Socio-Economically	11% early on grade level or above grade level EOY	14% early on grade level or above grade level
i-Ready Math Proficiency 6-8 Two or More Races	14% early on grade level or above grade level EOY	17% early on grade level or above grade level
i-Ready Math Proficiency 6-8 Hispanic 12%	14% early on grade level or above grade level EOY	15% early on grade level or above grade level

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.2.1	<p>CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: CCSPP Strategy 3: Collaborative Leadership</p> <p>Focus: High-Quality First Instruction in Mathematics</p> <p>All students will receive rigorous, standards-aligned math instruction focused on High Priority CCSS standards. Instruction will build conceptual understanding, procedural fluency, and problem-solving skills while promoting equity, teacher clarity, and higher-order thinking (DOK).</p> <p>Implementation: PLC Collaboration: Weekly PLCs will align standards, analyze data (i-Ready, CFAs, classroom assessments), plan instruction, and identify support/enrichment needs Standards-Based Instruction: Lessons aligned to CCSS with emphasis on mathematical practices, discourse, and real-world application Teacher Clarity &amp; DOK: Clear learning goals, success criteria, scaffolding, and tasks ranging from recall to higher-order reasoning Support &amp; Enrichment: Math support electives, targeted reteaching, and extended learning opportunities (e.g., Saturday or summer programs)</p> <p>Evidence Source iReady assessments Teacher Created and Formative assessments CAASPP assessment</p> <p>Monitoring: PLC Documentation: Agendas and notes reviewed for standards alignment and data use Walkthroughs: Focus on learning intentions, student engagement, DOK, and formative assessment use Student Data: i-Ready growth, CFA results, and classroom assessments used to track progress</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities, Homeless	<p>\$10,000</p> <p>\$8,000</p> <p>\$600</p> <p>\$2,000</p> <p>\$2,000</p> <p>\$23,480</p> <p>\$5,000</p>	<p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p>

## Annual Review

SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

Instruction is more consistently aligned to CCSS Priority Standards, with increased use of teacher clarity, Depth of Knowledge, and clear learning targets. PLC collaboration has improved instructional planning and data use, leading to greater consistency across classrooms. This progress is driven by a shared focus on high-quality first instruction and stronger instructional alignment. While implementation is still developing, early indicators show improved coherence and student engagement, with continued coaching and PLC work needed to sustain growth.

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

What is not fully working is the consistent implementation of targeted math interventions and higher-level DOK instructional practices, as some students continue to need additional support and opportunities for rigorous English discourse and progress monitoring.

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.

As a result of this analysis, modifications to Strategy/Activity 1.2.1 will include strengthening data-driven math instruction through more consistent PLC collaboration, increased use of Common Formative Assessments (CFAs), and targeted intervention practices aligned to student needs. Additional emphasis will be placed on clearly defined success criteria and monitoring student progress through i-Ready and classroom assessment data. These changes can be found in Goal 1.2 under the revised annual measurable outcomes, metrics, and Strategy/Activity 1.2.1 implementation and monitoring sections of the SPSA.

## Goal 1.3

Goal #	Description
Goal 1.3	CCSPP: Strategy 1: Shared Commitment, Understanding, and Priorities, and CCSPP Strategy 3: Collaborative Leadership. In Science our goal is for Endeavour students to demonstrate at least a 3 points increase working towards mastery of the California Next Generation Science Standards as measured by the 2026-2027 CAST assessment.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Teachers will continue to collaborate in Professional Learning Communities (PLCs) at both the grade level and department level.

Students need clearly articulated success criteria integrated into daily instruction to help them understand learning goals and what it means to achieve mastery.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Science - CAASPP 8th Grade Students All Students	-26.8 points below standard	-23.8 points below standard
Science - CAASPP 8th Grade Students Socio-economically Disadvantaged Students	-37 points below standard	-34 points below standard
Science - CAASPP 8th Grade Students with Disabilities	-30 points below standard	-27 points below standard
Science - CAASPP 8th Grade Students African American Students	-33.4 points below standard	-30 points below standard

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.3.1	<p>CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: CCSPP Strategy 3: Collaborative Leadership</p> <p>Focus: High-Quality First Instruction in Science</p> <p>All students will receive rigorous, standards-aligned science instruction focused on High Priority Standards to build deep conceptual understanding and scientific thinking.</p> <p>Implementation: Teachers will collaborate in structured PLCs to analyze student data and inform instruction. Lessons will be aligned to CCSS, with embedded Teacher Clarity and Depth of Knowledge (DOK). Students will be supported through science electives, after-school Boost intervention/enrichment, and extended learning opportunities.</p> <p>Evidence Source iReady assessments Teacher Created and Formative assessments CAASPP assessment</p> <p>Monitoring: Implementation will be monitored through PLC agendas and planning notes (standards alignment and data use) and administrative classroom observations focused on instructional quality, engagement, and DOK.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities, Homeless	\$5,000	Title 1 Account Code: 4000–4999 Books and Supplies

## Annual Review

### SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

Is being implemented effectively through structured PLCs, data analysis, and aligned instruction to CCSS Priority Standards in Science. Teachers are increasingly using Teacher Clarity and DOK to strengthen rigor and consistency. This is working because of stronger collaboration, shared expectations, and data-driven instructional decisions, leading to greater consistency and student support.

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

Consistency varies across grade levels and classrooms. PLCs, Priority Standards, and instructional practices are in place but not yet fully implemented with fidelity.

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.

Based on the analysis, no major changes are needed to the overall goal or annual outcomes. However, several refinements will be made to strengthen implementation and increase consistency.

Modifications will include tightening PLC expectations with clearer protocols for data analysis and instructional planning, and increasing monitoring of fidelity through more frequent walkthroughs and feedback cycles.

## Goal 1.4

Goal #	Description
Goal 1.4	Fiscal Solvency

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ongoing professional development in PBIS, Capturing Kids' Hearts, and restorative practices is essential for staff to implement a fair, consistent, and culturally responsive approach to discipline.

Families need clear, consistent, and transparent communication to stay informed and engaged in their child's education. This includes a thorough understanding of academic expectations, practical strategies to support learning at home, and clear explanations of school-wide discipline practices.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Audit Compliance:	Zero major audit findings and a reduction in minor findings related to fiscal processes.	Zero major audit findings and a reduction in minor findings related to fiscal processes.
Staff Capacity Building:	95% of staff responsible for budget management will participate in at least one fiscal training or support session annually.	100% of staff responsible for budget management will participate in at least one fiscal training or support session annually.
Data-Driven Decision Making:	Budget reports and expenditure data will be reviewed in 95% of leadership/SSC meetings, with documented adjustments made based on findings.	Budget reports and expenditure data will be reviewed in 100% of leadership/SSC meetings, with documented adjustments made based on findings.
Timely Processing:	95% of purchase orders and invoices will be processed within established district timelines (e.g., within 10-15 business days).	100% of purchase orders and invoices will be processed within established district timelines (e.g., within 10-15 business days).

Budget Adherence:	95% of site-managed budgets will remain within allocated limits, with no deficit spending by the end of the fiscal year.	100% of site-managed budgets will remain within allocated limits, with no deficit spending by the end of the fiscal year.
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Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.4.1	Fiscal Solvency-Operational Expenditures	All Students	\$15,000	LCFF - Base Account Code: 4000-4999 Books and Supplies
			\$2,500	LCFF - Base Account Code: 5000-5999 Services and Other Operating Expenditures
			\$6,400	LCFF S/C Account Code: 4000-4999 Books and Supplies
			\$3,500	LCFF S/C Account Code: 4000-4999 Books and Supplies
			\$1,800	LCFF - Base Account Code: 5000-5999 Services and Other Operating Expenditures
			\$3,000	LCFF - Base Account Code: 2000-2999 Classified Personnel Salaries

			\$3,500	LCFF S/C Account Code: 4000-4999 Books and Supplies
			\$6,500	LCFF - Base Account Code: 4000-4999 Books and Supplies
			\$3,000	LCFF S/C Account Code: 2000-2999 Classified Personnel Salaries
			\$15,000	ELO-P Account Code: 2000-2999 Classified Personnel Salaries
			\$5,000	ELO-P Account Code: 3000-3999 Employee Benefits
			\$15,000	LCFF - Base Account Code: 4000-4999 Books and Supplies
			\$1,000	LCFF - Base Account Code: 4000-4999 Books and Supplies
			\$500	LCFF - Base Account Code: 4000-4999 Books and Supplies
			\$3,500	LCFF - Base Account Code: 4000-4999 Books and Supplies

			\$1,500	LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures
			\$6,000	LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures
			\$500	LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures
			\$4,000	LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures
			\$200	LCFF - Base Account Code: 2000–2999 Classified Personnel Salaries
			\$1,500	LCFF S/C
			\$200	LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures
			\$1,000	LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures
			\$700	LCFF - Base Account Code: 5000–5999 Services

			\$2,500	and Other Operating Expenditures LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures
			\$1,400	LCFF - Base Account Code: 2000–2999 Classified Personnel Salaries
			\$1,000	LCFF - Base Account Code: 2000–2999 Classified Personnel Salaries
			\$1,000	LCFF S/C Account Code: 4000–4999 Books and Supplies
			\$2,500	LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures
			\$2,500	LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

What is working is the intentional allocation of funds to support Priority Standards, collaboration, and student intervention efforts. This alignment is helping reinforce instructional priorities and student support systems.

Overall, implementation is effective, with expenditures supporting the core goals, though continued monitoring is needed to ensure full and consistent use of all funded supports.

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

There are no major differences between planned implementation and budgeted expenditures, with only small changes noted. However, some supports like Art Boost and interventions are not fully utilized due to scheduling, staffing, and inconsistent participation, which limits full impact.

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.

Minor adjustments will focus on improving tracking and alignment of expenditures with PLCs, Boost/intervention, and instructional priorities.

These updates will be reflected in the SPSA under the Fiscal Solvency , Operational Expenditures section, particularly in budget alignment and monitoring.

## Goal 2.1

Goal #	Description
Goal 2.1	Increase percentages of English proficiency and reclassification Rates of Multi -Language Learners for the 2026-27 school year, ensure that all Multi-Language Learners (MLLs) receive both Designated and Integrated ELD instruction, with at least 56% demonstrating progress as measured by the ELPAC and reflected on the California School Dashboard

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Teachers require professional development that emphasizes how to communicate learning objectives and define success criteria, helping students fully grasp what is expected for mastery.

Learning intentions are set, but data suggests that students may have difficulty evaluating their progress without clear success criteria.

Teachers will continue to collaborate in Professional Learning Communities (PLCs) at both the grade level and department level.

Students need clearly articulated success criteria integrated into daily instruction to help them understand learning goals and what it means to achieve mastery.

Students need intentional, data-driven math instruction that builds deep conceptual understanding and supports long-term proficiency.

Families need clear, consistent, and transparent communication to stay informed and engaged in their child's education. This includes a thorough understanding of academic expectations, practical strategies to support learning at home, and clear explanations of school-wide discipline practices.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rates	52 % of student making progress for the ELPAC	56% of student making progress for the ELPAC

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: Strategy: English Learner Achievement &amp; Reclassification</p> <p>Goal (2026-27): Increase English proficiency and reclassification rates for Multilingual Learners (MLLs), with at least 65% showing progress on ELPAC and California Dashboard indicators.</p> <p>Implementation:</p> <p>Designated &amp; Integrated ELD: All MLLs receive daily Designated ELD and consistent Integrated ELD strategies (language objectives, sentence frames, visuals, structured discourse) across all content areas Collaborative Planning: ELD and content teachers co-plan lessons aligned to language and content standards, with vertical alignment across grade levels RFEP Support: Structured monitoring and academic support for reclassified students to ensure continued success Technology Supports: Use of translation tools, speech-to-text, and language development programs to support access and engagement Family Education: Workshops, translated communication, and resources to support understanding of ELPAC, progress, and reclassification</p> <p>Monitoring:</p> <p>ELPAC (initial and summative) and reclassification tracking system with subgroup data Regular walkthroughs to ensure fidelity of Designated and Integrated ELD Quarterly data meetings to review progress and adjust instruction RFEP monitoring for at least two years post-reclassification Teacher coaching and feedback cycles based on ELD implementation</p> <p>Success Indicators:</p> <p>Increased reclassification rates (+10% target) Reduced gaps between MLLs and non-MLLs in reading and writing 85%+ classrooms effectively implementing ELD strategies Improved family understanding and engagement in ELD progress Strong, sustained academic performance for RFEP students</p>	English Learners, Foster Youth, Low Income, Students with Disabilities, Homeless	\$15,000	Title 1 Account Code: 4000–4999 Books and Supplies

<p>2.1.2</p>	<p>CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: Strategy: Tier III Designated ELD Support for English Learners</p> <p>Provide intensive language acquisition support for EL students scoring below Early Advanced on the ELPAC through a Designated ELD Tier III course in place of a Language Arts elective.</p> <p>Implementation:</p> <p>Tier III Placement: EL students below Early Advanced on ELPAC are enrolled in a Designated ELD Tier III course Targeted Instruction: Focus on reading, writing, listening, and speaking aligned to ELPAC proficiency levels Instructional Focus: Academic vocabulary, sentence structure, grammar, oral language development, and structured writing Engaging Tools: Use digital programs and interactive supports to strengthen language development Staff Support: Teachers receive ongoing training in ELD strategies, differentiation, and culturally responsive instruction, with collaboration across content areas</p> <p>Monitoring:</p> <p>Track ELPAC domain growth (Listening, Speaking, Reading, Writing) quarterly Use formative assessments (writing samples, oral rubrics, comprehension checks) to monitor progress Maintain intervention logs documenting instruction and student growth Review student placement each semester for continuation or transition out of Tier III Collaborate regularly with teachers, counselors, and admin to review data and program effectiveness</p> <p>Success Indicators:</p> <p>Increased ELPAC proficiency levels and growth across domains Clear progress toward reclassification readiness Effective use of targeted, scaffolded instruction in Tier III classes Data-informed adjustments to student placement and instruction</p>	<p>Low Income, Foster Youth, English Learners, All Students, Students with Disabilities</p>		
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<p>2.1.3</p>	<p>CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: Strategy: EL Instructional Leadership &amp; Capacity Building</p> <p>Support English Learner achievement by strengthening teacher and paraeducator capacity to deliver high-quality Designated and Integrated ELD instruction, led by the EL Site Chair through coaching, PD, and collaboration.</p> <p>Equity &amp; Family Focus: 100% of staff trained in Designated and Integrated ELD strategies and demonstrate implementation 85% of classrooms use language objectives, academic discourse, and appropriate scaffolds 100% of ELs receive daily Designated ELD and Integrated ELD across content areas 70% of ELs (including LTELs) show measurable language growth (ELPAC/local data) 10% reduction in achievement gaps between ELs and non-ELs (reading/writing) 100% of PLCs include EL data analysis (ELPAC, i-Ready, CFAs) and targeted supports</p> <p>Family Engagement: 90% of EL families participate in at least one ELD/reclassification-focused event 100% receive translated progress updates at least 3 times per year 80% engage in at least two meaningful communication opportunities annually Quarterly workshops provided on supporting language development at home 85% of families report understanding EL progress and reclassification steps</p> <p>Implementation: EL Site Chair Leadership: Leads PD, coaching, and schoolwide EL instructional alignment Professional Development: Focus on academic discourse, scaffolding, differentiation, and ELD best practices Classroom Support: Model lessons, coaching cycles, and walkthrough feedback PLC Collaboration: Analyze EL data, identify needs, and plan targeted instruction with paraeducators Paraeducator Support: Strengthen co-teaching and small-group instructional support</p> <p>Monitoring: Ongoing review of ELPAC and formative assessment data PD participation and implementation tracking Instructional walkthroughs using ELD observation tools PLC documentation of EL data analysis and instructional plans</p>	<p>Homeless, Low Income, Students with Disabilities, Foster Youth, English Learners, All Students</p>	<p>\$2,000</p>	<p>Title 1 Account Code: 4000–4999 Books and Supplies</p>
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	<p>Tracking EL progress toward reclassification and academic performance</p> <p>Success Indicators:  Increased EL language growth and reclassification readiness  Stronger consistency of ELD instructional practices across classrooms  Reduced achievement gaps for EL students  Effective collaboration between teachers and paraeducators  Improved family understanding and engagement in EL progress</p>			
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## Annual Review

### SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

Improving EL instruction through PD, coaching, and collaboration led by the EL Site Chair.

What is working is the focus on academic discourse, scaffolding, differentiation, and data-driven PLCs using ELPAC and formative assessments. Teacher and paraeducator collaboration is also strengthening small-group support.

This is working due to strong instructional leadership, consistent PD, and a clear focus on using data to guide EL instruction and language development.

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

There are no major differences between implementation and budgeted expenditures. However, implementation is not yet fully consistent, with some variation in use of ELD strategies and participation in coaching and collaboration due to time and scheduling constraints.

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.

Modifications will focus on increasing walkthroughs and coaching, strengthening PLC data use, and improving paraeducator collaboration to support more consistent ELD implementation.

### Goal 3.1

Goal #	Description
Goal 3.1	CCSPP: Strategy 1: Shared Commitment, Understanding, and Priorities. Endeavour will look to decrease its suspension by 3% as measured by the 2026-27 Lancaster Interactive Dashboard (LID) suspension data.

#### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Families need clear, consistent, and transparent communication to stay informed and engaged in their child's education. This includes a thorough understanding of academic expectations, practical strategies to support learning at home, and clear explanations of school-wide discipline practices.

Parents should be given meaningful opportunities to share their perspectives and provide input on the school plan, addressing academic, social-emotional, and behavioral needs, while also being supported with resources and learning opportunities to reinforce these areas at home

Enhancing students' sense of belonging by fostering a welcoming atmosphere and cultivating strong, supportive relationships.

Students need purposeful opportunities to develop meaningful peer relationships, strengthen their sense of belonging, and Students require a consistent, equitable, and restorative approach to discipline that emphasizes relationship-building, accountability, and social-emotional development.

Students and families need a transparent, consistent, and culturally responsive approach to discipline that promotes fairness through restorative practices and clear expectations.

#### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Overall All Students 6-8	10.7% (Yellow)	7.7% (Green)
Suspension African American Students 6-8	17.4% (Yellow)	14.7% (Yellow)
Suspension English Learner Students 6-8	11.9% (Orange)	8.9% (Yellow)
Suspension Foster Youth Students Students 6-8	31.3% Red)	28.3% (Orange)
Suspension Socio-economically Disadvantaged	11.8% (Yellow)	8.8% (Yellow)

Suspension Students with Disabilities Students 6-8	13.5% (Yellow)	10.5% (Yellow)
Suspension Two or More Races Students 6-8	20% (Orange)	17% (Yellow)
Suspension Long-Term English Learners Students 6-8	12% (Orange)	9% (Yellow)
Suspension Homeless Students 6-8	8.4% (Yellow)	5.4% (Yellow)
Suspension Hispanic Students 6-8	6.3% Green)	3.3% (Blue)

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>CCSPP Strategy 3: Collaborative Leadership Build a safe, inclusive, and supportive school environment that improves student well-being and readiness for learning, as shown by reduced suspension rates and improved climate survey results by 2025-26.</p> <p>Implementation: Restorative Practices: Use restorative circles, reflection, and conflict resolution as standard responses to behavior. Provide ongoing staff training. Tiered Behavior Supports (MTSS): Tier 1: Clear schoolwide expectations Tier 2: Targeted supports (check-in/check-out, behavior plans) Tier 3: Individualized behavior plans and interventions Alternatives to Suspension: Expand in-school suspension, SEL supports, peer mediation, and restorative re-entry plans Staff Training: Provide PD on trauma-informed practices, de-escalation, culturally responsive discipline, and equity Family &amp; Student Engagement: Involve families and students in restorative conversations, communication, and discipline planning</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$6,000</p> <p>\$5,000</p> <p>\$15,000</p> <p>\$10,000</p>	<p>LCFF S/C Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>ELO-P Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>ELO-P</p>

<p>Monitoring:  Monthly suspension data review (disaggregated by student groups)  Behavior referral tracking to identify patterns and equity gaps  Restorative practice logs (circles, mediation, interventions)  Student climate surveys twice per year (safety, belonging, fairness)  Staff feedback on behavior systems and training needs</p>		\$7,000	Account Code: 4000–4999 Books and Supplies  ELO-P Account Code: 5000–5999 Services and Other Operating Expenditures
<p>Success Indicators:  Reduced suspension rates across all student groups  Improved student climate and sense of belonging  Increased use of restorative and tiered interventions  More consistent, equitable discipline practices across campus</p>		\$12,000	ELO-P Account Code: 1000–1999 Certificated Personnel Salaries
		\$5,000	ELO-P Account Code: 3000–3999 Employee Benefits
		\$1,000	ELO-P Account Code: 5000–5999 Services and Other Operating Expenditures
		\$50,000	ELO-P Account Code: 4000–4999 Books and Supplies
		\$12,000	ELO-P Account Code: 4000–4999 Books and Supplies
		\$1,500	ELO-P Account Code: 4000–4999 Books and Supplies
		\$8,500	ELO-P Account Code: 4000–4999 Books and Supplies

			\$5,000	ELO-P Account Code: 4000–4999 Books and Supplies
			\$3,000	ELO-P Account Code: 4000–4999 Books and Supplies
			\$500	LCFF S/C Account Code: 2000–2999 Classified Personnel Salaries
			\$5,000	California Community Schools Partnership Program Account Code: 4000–4999 Books and Supplies
			\$3,500	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

Restorative practices, MTSS behavior supports, and alternatives to suspension are being used more consistently.

What is working is the shift to restorative approaches, early intervention through tiered supports, and staff training in trauma-informed practices. Data monitoring and feedback systems are also helping guide improvements.

This is working due to stronger staff capacity, consistent structures, and a focus on restorative and supportive discipline practices.

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

Implementation is not fully consistent across staff, with varying fidelity in restorative practices, MTSS supports, and alternatives to suspension. The main issue is uneven implementation and the need for continued training and coaching.

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.

Minor updates include earlier attendance tracking, improved communication, and more consistent participation across grade levels.

These changes are reflected in the SPSA attendance incentives, monitoring, and family engagement sections.

## Goal 3.2

Goal #	Description
Goal 3.2	CCSPP: Strategy 4: Sustaining Staff and Resources. Endeavour students will meet or exceed an overall Attendance goal of 92% as measured by the 2026-207 Lancaster Interactive Dashboard (LID) attendance data an increase of 0.5% from the previous year.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Improve early warning systems to identify and intervene with at-risk students before attendance issues become chronic.

Reduce chronic absenteeism by recognizing and celebrating individual students and grade-level classrooms that demonstrate strong attendance.

To continue to build positive school culture and community to increase attendance, targeted art instruction and lessons will take place throughout the school year on Monday, Wednesday, Thursday and Fridays.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate Overall All Students 6-8	28.2 % (Orange)	25.2% ((Yellow)
Chronic Absenteeism Rate African American Students 6-8	34.7% (Yellow)	31.7% (Yellow)
Chronic Absenteeism Rate English Learner Students 6-8	12.1%(Yellow)	9.1% (Yellow)
Chronic Absenteeism Rate Foster Youth Student 6-8	23.3% (Orange)	20.3% (Yellow)
Chronic Absenteeism Rate Homeless Students 6-8	49.3% (Red)	46.3% (Red)

Chronic Absenteeism Rate Socio-economically Disadvantage Students 6-8	30.7% (Orange)	27.7% (Yellow)
Chronic Absenteeism Rate Students with Disabilities 6-8	34.3% (Yellow)	31.3% (Yellow)
Chronic Absenteeism Rate Hispanic Students 6-8	24.4% (Orange)	21.4% (Yellow)
Chronic Absenteeism Rate Two or More Races Students 6-8	34.1% (Orange)	31.4% (Yellow)
Chronic Absenteeism Rate Long Term English Learner Students 6-8	14% (Yellow)	11% (Yellow)

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.2.1	<p>CCSPP Strategy 4: Sustaining Staff and Resources Focus: Reducing Chronic Absenteeism</p> <p>Goal: Endeavour Middle School will achieve at least a 92% overall attendance rate by 2026-27.</p> <p>Overview: Reduce chronic absenteeism through a tiered system of support and strong family engagement to ensure students are present, connected, and successful.</p> <p>Implementation: Tier 1 (Prevention): Clear attendance expectations, schoolwide campaigns, incentives, strong relationships, and SEL supports Tier 2 (Early Intervention): Weekly attendance monitoring, student check-ins, mentoring, counseling support, and Attendance Success Plans with families Tier 3 (Intensive Support): Case management with district partners, home/virtual</p>	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$96,840.90</p> <p>\$30,000</p> <p>\$15,000</p>	<p>California Community Schools Partnership Program Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>Prop 28: Arts &amp; Music in Schools 20% Account Code: 4000–4999 Books and Supplies</p> <p>California Community Schools Partnership Program</p>

	<p>meetings, and referrals to community resources  Family Engagement: Ongoing communication and collaboration to remove barriers to attendance</p> <p>Monitoring:  Weekly attendance data review by attendance team  Tracking of chronic absenteeism trends and at-risk students  Monitoring of Attendance Success Plans and follow-ups  Monthly staff attendance reports  Quarterly family feedback surveys  Data analysis by grade level and student subgroup</p> <p>Success Indicators:  90%+ overall attendance rate  Reduction in chronic absenteeism each quarter  Improved student engagement and connection to school  Effective implementation of tiered attendance supports</p>		<p>\$10,000</p> <p>\$10,000</p> <p>\$10,000</p> <p>\$2,000</p> <p>\$1,250</p> <p>\$3,500</p>	<p>Account Code:  1000–1999  Certificated Personnel Salaries</p> <p>California Community Schools Partnership Program  Account Code:  2000–2999 Classified Personnel Salaries</p> <p>California Community Schools Partnership Program  Account Code:  1000–1999  Certificated Personnel Salaries</p> <p>California Community Schools Partnership Program  Account Code:  2000–2999 Classified Personnel Salaries</p> <p>California Community Schools Partnership Program  Account Code:  2000–2999 Classified Personnel Salaries</p> <p>Prop 28: Arts &amp; Music in Schools 20%  Account Code:  1000–1999  Certificated Personnel Salaries</p> <p>LCFF S/C  Account Code:  2000–2999 Classified Personnel Salaries</p>
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# Annual Review

## SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

What is working is early identification, targeted interventions, and stronger family engagement, along with incentives that promote attendance.

This is working due to consistent data use, structured supports, and a stronger schoolwide focus on attendance and belonging.

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

Overall, the main issue is inconsistent implementation of Tier 2 and Tier 3 supports and limited capacity for sustained follow-up, which impacts the effectiveness of reducing chronic absenteeism.

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.

Improvements will focus on more consistent Tier 2 and Tier 3 follow-ups, stronger monitoring of Attendance Success Plans, and earlier interventions.

These updates are reflected in SPSA Strategy 3.2.1 under implementation and monitoring.

### Goal 3.3

Goal #	Description
Goal 3.3	Strategy 5: Strategic Community Partnerships Understanding, and Priorities. Endeavour will implement best practices which will result in at least a 25% increase of parents participating in youth truth survey from 24 parents to 30 parents participating as measured by the 2026-27 Youth Truth Evaluative Survey.

#### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase parent involvement and engagement in a variety of school events and committee activities.

Parents should be given meaningful opportunities to share their perspectives and provide input on the school plan, addressing academic, social-emotional, and behavioral needs, while also being supported with resources and learning opportunities to reinforce these areas at home

Enhancing students' sense of belonging by fostering a welcoming atmosphere and cultivating strong, supportive relationships.

Students need purposeful opportunities to develop meaningful peer relationships, strengthen their sense of belonging, and Students require a consistent, equitable, and restorative approach to discipline that emphasizes relationship-building, accountability, and social-emotional development.

Students and families need a transparent, consistent, and culturally responsive approach to discipline that promotes fairness through restorative practices and clear expectations.

#### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth (Families - Engagement): I feel empowered to play a meaningful role in decision-making at my school.	36 % positive	41% positive
YouthTruth (Staff- School Safety): I feel safe during school.	48% positive	53% positive
YouthTruth (Family) Participation Rate	24 parents participated	30 parents participated
YouthTruth (Student) Participation Rate	75% Participation	80% Participation

YouthTruth (Staff) Participation Rate	38% Participation	43% Participation
Youth Truth Qualitative Survey (Staff-Professional Development). My professional development over the past year has provided me with content support.	61% positive	66% positive
Youth Truth Survey (Staff - Culture): My school is managed effectively.	78% positive	83% positive
Youth Truth Survey (Staff - Culture): My school's employees are committed to the success of my school.	82% positive	87% positive
Youth Truth Survey (Student - Relationships): How many of your teachers believe that you can get a good grade if you try?	74% positive	79% positive
Youth Truth Survey (Family - Engagement): I feel informed about important decisions regarding my school.	60% positive	65% positive

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.3.1	CCSPP Strategy 2: Centering Community-Based Learning Focus: Social-Emotional Learning, Restorative Practices & School Climate  Goal (by 2026-27): Fully implement Capturing Kids' Hearts (CKH) and Restorative Practices schoolwide to improve student behavior, belonging, attendance, and reduce suspensions and chronic absenteeism.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$5,000          \$3,500	California Community Schools Partnership Program Account Code: 4000-4999 Books and Supplies       LCFF - Base

	<p><b>Implementation:</b>  Staff Training: Ongoing PD and coaching in CKH and Restorative Practices, embedded in PLCs and staff meetings  Daily SEL Practices: Greeting students, EXCEL model, social contracts, check-ins, and affirmations  Restorative Responses: Use restorative chats, circles, mediation, and re-entry plans as first response to behavior  Student Leadership: Peer mentors, CKH ambassadors, and student voice in climate and behavior decisions  Family Engagement: Workshops and ongoing communication on SEL, CKH, and restorative practices</p> <p><b>Monitoring:</b>  Monthly behavior data (referrals, suspensions, restorative interventions) with equity analysis  Walkthroughs using CKH and restorative practice fidelity tools  Twice-yearly climate surveys (students, staff, families)  Attendance and engagement trends, including chronic absenteeism  Tracking participation in SEL and leadership programs</p> <p><b>Success Indicators:</b>  Reduced suspensions and behavior referrals  Improved student sense of belonging and school climate  Decreased chronic absenteeism  Consistent use of CKH and restorative practices schoolwide  Increased student engagement and leadership participation</p>		<p>\$20,000</p> <p>\$4,000</p> <p>\$1,000</p> <p>\$1,500</p> <p>\$1,500</p> <p>\$1,000</p>	<p>Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>Prop 28: Arts &amp; Music in Schools 20% Account Code: 4000–4999 Books and Supplies</p> <p>LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>LCFF S/C Account Code: 4000–4999 Books and Supplies</p> <p>LCFF S/C Account Code: 4000–4999 Books and Supplies</p> <p>LCFF S/C Account Code: 4000–4999 Books and Supplies</p> <p>LCFF S/C Account Code: 2000–2999 Classified Personnel Salaries</p>
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## Annual Review

### SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

Implementation is effective and improving student behavior and school climate. CKH and Restorative Practices are being used more consistently to build relationships and support student engagement.

What is working is stronger relationship-building, restorative responses, and consistent SEL routines that improve connection and reduce punitive discipline.

This is working due to ongoing training, staff focus on relationships, and structured restorative practices.

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

There are no major differences between implementation and budgeted expenditures. However, CKH and Restorative Practices are not yet fully consistent across staff, and follow-through on restorative actions and student voice varies.

The main issue is inconsistent fidelity due to limited time for coaching and ongoing support.

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.

Minor updates include increased coaching and walkthroughs, stronger fidelity checks, and more consistent use of restorative practices and student voice strategies.

These updates are reflected in SPSA CCSPP Strategy 2 under implementation and monitoring.

### Goal 3.4

Goal #	Description
Goal 3.4	CSPP Strategy 5: Strategic Community Partnerships: Recognize and celebrate students and classrooms with strong attendance records to increase student engagement by reducing absenteeism by 0.4% by 06/2026.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase parent involvement and engagement in a variety of school events and committee activities.

Parents should be given meaningful opportunities to share their perspectives and provide input on the school plan, addressing academic, social-emotional, and behavioral needs, while also being supported with resources and learning opportunities to reinforce these areas at home

Improve early warning systems to identify and intervene with at-risk students before attendance issues become chronic.

Enhancing students' sense of belonging by fostering a welcoming atmosphere and cultivating strong, supportive relationships.

Reduce chronic absenteeism by recognizing and celebrating individual students and grade-level classrooms that demonstrate strong attendance.

Students need purposeful opportunities to develop meaningful peer relationships, strengthen their sense of belonging, and Students require a consistent, equitable, and restorative approach to discipline that emphasizes relationship-building, accountability, and social-emotional development.

Students and families need a transparent, consistent, and culturally responsive approach to discipline that promotes fairness through restorative practices and clear expectations.

To continue to build positive school culture and community to increase attendance, targeted art instruction and lessons will take place throughout the school year on Monday, Wednesday, Thursday and Fridays.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	91.6%	92%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.4.1	CSPP Strategy 5: Strategic Community Partnerships: To improve student attendance from 91.6% to 92% during the upcoming school year, the school will strengthen strategic community partnerships that support student engagement, family connection, and access to resources. The school will collaborate with community agencies, local organizations, and district support services to address barriers that impact consistent attendance, including transportation, mental health, family support, and basic needs.	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$1,500  \$4,296.50	LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures  LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

# Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$171,664.81
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$651,782.40

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title 1	\$171,664.81
Comprehensive Support and Improvement (CSI)	\$0.00
Title I Centralized Services	\$0.00

Subtotal of additional federal funds included for this school: \$171,664.81

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

State or Local Programs	Allocation (\$)
LCFF S/C	\$53,412.03
LCFF - Base	\$80,118.04
California Community Schools Partnership Program	\$164,957.80
Prop 28: Arts & Music in Schools 20%	\$77,690.50
Equity Multiplier	\$0.00
ELO-P	\$150,000.00

Donations	\$0.00

Subtotal of state or local funds included for this school: \$526,178.37

Total of federal, state, and/or local funds for this school: \$697,843.18

## 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
Nichole Ramos	Vice-Chairperson
Joshua Summerville	AAAC
Maria Sanabria	DELAC
Melissa Mayorga-Strong	Community

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 05/18/2026.

Attested:

Principal, Jorge Lopez on 05/18/2026

SSC Chairperson, Ann Badillo on 05/18/2026