

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The mission of the Madera County Superintendent of Schools, Office of Education (MCOE), is to identify and provide programs, services and resources for the benefit of students, families, school districts, agencies and the community with the vision of enhancing the quality of life through education.

Believing that all students can learn, MCOE:

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

The Madera County Office of Education (MCOE) serves "High Risk Youth" grades 7-12 in several different locations in Madera County.

Students are placed in these programs for several reasons:

- Incarceration or in residential placement at the Juvenile Detention Facility (Endeavor Secondary School) or the Madera County Juvenile Correctional Academy (Voyager Secondary School)
- Sentenced by the Juvenile Court Judge to the Court Day School Program
- Referral by the Probation Department or Department of Social Services
- Expulsion by their district of residence to attend school at Enterprise Secondary School (ESS)

- Referral by the School Attendance Review Board (SARB)
- Referral by the district of residence but not expelled

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

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

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

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

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

In addition to providing educational opportunities for incarcerated youth, MCOE also provides special education services through regionalized programs to identified students with special needs for the school districts throughout the county. Students aged three to twenty-two with severe disabilities, significant emotional and behavioral needs, or who are deaf/hard of hearing are served in Special Day Classes (SDC) at various locations including regular education sites and center-based educational sites. The majority of the students participate in an alternate curriculum based upon the adopted state standards and instruction that focuses on the individual

needs of students. There is an emphasis on functional skills that lead to the greatest degree of independent living and career-readiness as possible. Individual goals and objectives are aligned to the alternate standards of the State Standards.

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

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

LCAP HIGHLIGHTS

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

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

The LCAP will continue to focus on providing opportunities for students to achieve at a high level through the implementation of rigorous instruction. Access to instructional technology through the use of tablets and an improved school library as previously implemented will be maintained. High quality professional development for teachers will emphasize best practices for instruction including those for students identified as English Learners as the students move closer to being reclassified. There will be a greater commitment by the counseling staff to connect with the incarcerated youth as they prepare for transition back to their schools of residence or to post-secondary opportunities. The cadets will participate in interest surveys and career assessments.

By maintaining a low student to teacher ratio and assigning counselors to specific students, the cadets in the correctional academy and those students attending school in juvenile hall will enhance their commitment to their education. A new teacher was previously added to ensure that students have ample access to teachers. Teachers, administration and counseling staff will continue to emphasize the importance of progress toward graduation which has increased over time.

The involvement of parents in the educational process of students who are incarcerated can present unique challenges. To enhance this involvement, staff will make positive contacts with parents which will be monitored and documented through logs and communication templates. As students prepare to transition from the correctional facilities, staff will conduct transitional meetings that will include the students, his/her parents/guardians, teachers, counselors, and probation. To improve parent participation on formal and informal committees, staff will make personal contacts through phone calls or face to face meetings to encourage involvement.

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

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

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

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

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

The foster youth program coordinated and implemented by the Madera County Superintendent of Schools (MCSOS) continued to provide services at a high standard will introducing new actions that enhanced the program even further. More services were provided to incarcerated youth who also qualify as foster youth. Additionally, specific meetings were held for foster parents. A needs assessment was developed and implemented with various stakeholders to determine the current needs and ways to address those needs.

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

GREATEST NEEDS

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

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

A comprehensive professional development plan needs to be developed and implemented to ensure high quality and rigorous instruction. Areas of need already identified to be addressed in this professional development plan

include research based instructional strategies for all student including English Learners, use of instructional technology, working with students with special needs, differentiated instruction, and mentoring/coaching new teachers.

Improved transition planning for those “long term commit” students is an additional area of need. Currently, there is little communication between the instructional staff at the correctional facilities and the schools of residence when students are preparing to be released from custody. Counselors will be assigned to these students for their time in the facilities so that when transition occurs, improved communication will result in better school success for the students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

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

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

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

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

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$34,409,996
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$726,584

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The total General Fund budget for the Madera County Superintendent of Schools is \$34,409,996. Of the amount, \$25,445,000 (Restricted \$3,087,000: Special Education - \$20,323,000; Foster Youth - \$284,000; Title I - \$1,761,000) is not included because funds are received for specific programs and services such as preschool, special education and other restricted programs county offices operate on a county-wide or regional basis. County office services to support school district operations are funded by the state and not included in the LCAP because the LCAP is defined as describing services to students in county operated programs. These along with the general operations of Human Resources, Information Technology, Business Services and Administration total \$8,391, 767 which is also not included in the LCAP.

\$3,859,038 Operation Grant
 \$1,559,799 Alternative Education Grant
 - 613,710 Less Charter Portion
 \$4,805,127 Total Operations and Alt. Ed. Grant

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2017–18

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

Goal 1	All students will achieve at high levels to prepare for college and career readiness
State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Continue dedicated professional development for the implementation for CCSS and Universally Designed Learning as evidence by staff meeting agendas, professional development calendars and teacher workshops.
- Continue to maintain low student to teacher ratios in the classroom (Goal ratio 16:1).
- Establish baseline of the number of students completing on-line learning.
- Examine student achievement data and develop formalized plan to address targeted areas of student needs.
- All moderate/severe Special Education students will have access to the Unique Curriculum.
- Provide support services for pregnant & parenting teens (P&PT), homeless and foster youth.

ACTUAL

1. Various professional development occurred on August 10-12, 2016 and on March 10, 2017 that focused on CCSS, UDL, EL instruction.
2. Student to teacher ratios in the facility were maintained at least 16:1 which fluctuates due to the transiency of the student population. Ratios never went over 16:1.
3. Students in the facility are not currently participating in on line learning due to restrictions from Probation and access to the internet. Identified ESS students attending Pioneer Technical Center did have access on line working.
4. Teachers have developed individual learning plans when students enter the facility and implement as appropriate based upon individual student needs.
5. Licenses for the Unique Curriculum were purchased for all

- Continue to focus on credit recovery and meeting graduation requirements because A-G is not a good measure for our students. Based upon student population served, Advanced Placement exams are not administered and there is currently no participation in the Early Assessment Program.
- Increased number of students meeting graduation requirements towards a high school diploma instead of a certificate of completion. The number of diplomas awarded is a more appropriate measurable outcome than increased graduation rate and dropout rates based upon the student population served.
- Maintain seat-time percentage and suspension rate since expulsions do not apply.
- Create Parent Resource Guide and distribute to students and their families.
- All staff members will be highly qualified.
- Develop a formalized transitional plan for all incarcerated youth and students scheduled to graduate.
- All students will produce one technology based product per semester.
- Review and update the EL Masterplan focusing on attainable re-designation goals and provide targeted professional development around effective EL instructional strategies and adopted ELD materials.

- classrooms for students with moderate/severe disabilities therefore providing access to all students.
6. Support services, such as PPT conference held on November 17, 2016, monthly meetings/trainings for identified foster youth, field trips to institutes of higher learning, and clothes, transportation and school supplies for homeless youth were provided.
 7. For the student population served in the facility, A-G continues to not be an appropriate measure. For credit recovery towards graduation, students are provided independent study work as identified in the individual student plans as developed by the teachers with student input.
 8. Based upon the transiency of the student population served in the facility, the graduation rate can significantly differ from year to year. The number of students anticipated to graduation in June of 2017 from the facility is 29.
 9. Seat time percentage for students in the facility is very high, approximately 99.7% of the time. Suspension rate for students in the facility is extremely low. Students are rarely suspended for educational reasons.
 10. A formal Parent Resource Guide was not developed.
 11. Under the current guidelines, all teachers teaching at the facility are considered highly qualified.
 12. Teachers have developed individual learning plans when students enter the facility and implement as appropriate based upon individual student needs.
 13. The students in the facility are not allowed full access to technology due to restrictions enforced by probation.
 14. The EL Master Plan has been reviewed and is in the process of being updated addressing re-designation procedures.

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

Action	1	
Actions/Services	<p>PLANNED Continue dedicated professional development on instructional strategies for the implementation of CCSS to ensure student access to standard aligned materials.</p>	<p>ACTUAL Professional development focusing on instructional strategies for the implementation of adopted standards occurred at regular, monthly staff meetings for special education and alternative education staff. Staff also had the opportunity to attend conferences off site.</p>
Expenditures	<p>BUDGETED 1.01-1 Sal & Benefits \$6900 LCFF Supplies \$20462 LCFF \$10600 Sup &Con</p>	<p>ESTIMATED ACTUAL Sal & Benefits \$4,038 LCFF-Base Supplies \$7054 LCFF-Base Supplies \$3654 Supplemental & Concentration</p>
Action	2	
Actions/Services	<p>PLANNED Continue to maintain low student to teacher ratios in the classroom through master scheduling.</p>	<p>ACTUAL Low student to teacher ratios were maintained: Endeavor Secondary School (Juvenile Hall): 12:1 Voyager Secondary School (Boot Camp/Academy): 11:1 Special Education: 8-10:1</p>
Expenditures	<p>BUDGETED 1.01.5-1 Sal & Benefits \$92,200 LCFF \$582,500 Sup&Conc</p>	<p>ESTIMATED ACTUAL Sal & Benefits \$27837 LCFF – Base Sal & Benefits \$582,500 Supplemental & Concentration</p>
Action	3	
Actions/Services	<p>PLANNED Establish the number of students completing on-line learning including intervention (i.e. ELs) through Odysseyware and other online programs that are aligned to adopted state</p>	<p>ACTUAL Students continue to have access to Odysseyware as necessary and appropriate for ESS students. However, due to the transiency of the student population served, it is difficult to establish a baseline that truly reflects access on an</p>

		standards.	ongoing basis.
Expenditures		BUDGETED 1.02-1 Sal & Benefits \$76,300 (Inc Above) Services & Supplies \$20,000 LCFF	ESTIMATED ACTUAL Sal & Benefits \$23037 (Inc Above) Services & Supplies \$4912 LCFF - Base
Action	4		
Actions/Services		PLANNED Examine individual student achievement data and develop formalized plan to address targeted areas of student needs.	ACTUAL Individual student achievement data for the ESS students that were absorbed into the Pioneer Technical Center instruction was analyzed and individual plans were developed to ensure ongoing student success toward graduation. A more formalized process needs to be established for those students in juvenile hall and in the correctional academy (boot camp).
Expenditures		BUDGETED 1.02.5-1 Sal & Benefits \$6,300 LCFF	ESTIMATED ACTUAL Sal & Benefits \$244 LCFF - Base
Action	5		
Actions/Services		PLANNED Renew licenses for continued access to the Unique Curriculum for Special Education students with moderate/severe disabilities.	ACTUAL All special education classrooms for students with moderate/severe disabilities implement the Unique curriculum which is aligned to the adopted standards.
Expenditures		BUDGETED 1.03-2 Services \$22,000 Spec Ed Sup & Conc.	ESTIMATED ACTUAL Services \$22,000 Spec Ed Sup & Con
Action	6		
Actions/Services		PLANNED Provide support services for pregnant & parenting teens (P&PT), homeless and	ACTUAL Support services for pregnant and parenting, homeless and foster youth such as tickets for transportation, provision of

		foster youth. <ul style="list-style-type: none"> • Provide tickets for public transportation to and from school • Provide child care • Provide nursing & counseling services 	child care, nursing and individual counseling services were provided as soon as staff was notified of a need. Other things, such as diapers and infant clothing were provided as needed. Linkages to community services such as shelters and to medical services were also provided.
Expenditures		BUDGETED 1.04-1 Sal & Benefits \$38,500 Service & Supplies \$8,300 Supplemental	ESTIMATED ACTUAL Sal & Benefits \$18,300 Sup & Con Service & Supplies \$2857 Sup & Con
Action	7		
Actions/Services		PLANNED Continue to focus on graduation for all students by offering credit recovery opportunities within the master schedule, Odysseyware, independent study and afterschool programs.	ACTUAL Achieving the needed credits for graduation is a continuous focus. Students are given multiple opportunities to recover credits through various means. Students in juvenile hall and the correctional academy attend school on a very regular basis providing them more opportunities to acquire the needed credits.
Expenditures		BUDGETED 1.06-1 Sal & Benefits \$25,400 (Inc Above) LCFF Service & Supplies \$20,000 (Inc Above) LCFF	ESTIMATED ACTUAL Sal & Benefits \$7669 (Inc Above) LCFF-Base Service & Supplies \$4912 (Inc Above) LCFF - Base
Action	8		
Actions/Services		PLANNED Maintain current seat-time percentage and suspension rate.	ACTUAL Seat time for those students in juvenile hall and the correctional academy remained high unless otherwise determined by probation. Seat time for students in the special education programs fluctuates due to the severity of the students' disabilities, some of which are medically fragile.
Expenditures		BUDGETED Sal & Benefits \$18,900 \$40,100 \$6500Inc Below \$16900 Inc Below LCFF & Title I Sup & Conc.	ESTIMATED ACTUAL Sal & Benefits \$14523 (Inc Below) LCFF Base Sal & Benefits \$11620 Sup & conc

Action

9

Actions/Services

PLANNED
 Create a resource guide for parents and students that provides specific resources to support student learning through interventions and alternative instructional strategies (e.g., Khan Academy, Math Café, Odysseyware, etc.).

ACTUAL
 Due to the change in the configuration of the court/community school and the PTC charter school and personnel changes, this action was not implemented.

Expenditures

BUDGETED
 Sal & Benefits \$23,500 (Inc below)
 Services & Supplies \$1000

ESTIMATED ACTUAL
 Sal & Benefits \$0
 Services & Supplies \$0

Action

10

Actions/Services

PLANNED
 Recruit and retain highly qualified teachers including participation in VPSS and BTSA.

ACTUAL
 All teachers at the juvenile hall and at the correctional academy are highly qualified. Due to the severe shortage of special education teachers especially in the area of moderate/severe disabilities and low incidence disabilities, 16 of the 46 (35%) teachers in special education are not fully credentialed despite constant recruiting efforts.

Expenditures

BUDGETED
 Sal & Benefits \$236,200 LCFF (Inc Above)
 \$410,000 Sup & Conc (Inc Above)
 Services \$4,000 LCFF & Sup

ESTIMATED ACTUAL
 Sal & Benefits \$16158 LCFF (Inc Above)
 Sal & Bene \$123788 Sup & Conc (Inc Above)
 Services \$1245 LCFF Base

Action

11

Actions/Services

PLANNED
 Develop and pilot a formalized transitional plan for all incarcerated youth and seniors who will be graduating.

ACTUAL
 Counselors do meet with students as they prepare to transition to post-secondary opportunities. Plans are developed for those students. Formal plans are not developed for those students who are transitioning from the

Expenditures

BUDGETED

1.11-1 Sal & Benefits \$3200 Supp & Conc

correctional facilities to comprehensive high schools. Counselors attempt to contact the high schools prior to release if that information is shared by probation. Formal transition plans are a requirement of the Individual Education Plan (IEP) for students with special needs.

ESTIMATED ACTUAL

Sal & Benefits \$124 Sup & Conc

Action

12

Actions/Services

PLANNED

Integrate technology use into daily work and or projects based learning.

ACTUAL

The use of technology as an instructional tool and project based learning is implemented as allowed and appropriate at the correctional facilities. Technology is an integral and required tool of instruction for the students with special needs who require technology to access the curriculum. The use of computers, tablets, and communication devises is imperative for students with special needs.

Expenditures

BUDGETED

1.12-1 Sal & Benefits \$32300 LCFF Supp & Conc (Inc Above)

ESTIMATED ACTUAL

Sal & Benefits \$1250 LCFF Sup & Conc (Inc Above)

Action

13

Actions/Services

PLANNED 13

Review and update the EL Masterplan focusing on attainable re-designation goals and provide targeted professional development around effective EL instructional strategies and adopted ELD materials.

ACTUAL

The update of the EL Masterplan is in process as staff focuses on re-designation and professional development for implementing effective EL instructional strategies.

It is difficult to re-designate students with special needs whose home language is other than English when those students are non-verbal or have limited language skills. The appropriate assessments to determine eligibility for re-designation for students with significant special needs continues to be addressed.

Expenditures

BUDGETED
Sal & Benefits \$9,400 Services \$1,000
Supplemental

ESTIMATED ACTUAL
Sal & Benefits \$2536 Sup & Con
Services \$0

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

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

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

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The 16-17 plan as written had limited success due to the reconfiguration of the Career and Alternative Education Services division and its schools. However, students continued to receive focused instruction from highly qualified teachers. While incarcerated, the educational emphasis continued to be progress toward graduation by focusing on credit recovery. Students who were determined to be eligible for re-designation as English Learners were identified and will continue to be monitored for the possibility of reclassification.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the school configuration changes mentioned above only 39% of the actual Original Budgeted LCAP amounts for LCFF-Base Funds were spent and only 34% of the Original Budgeted LCAP Supplemental and Concentration Funds were spent. This is mainly due to the number of students being served through our County Community School dropping from 36 to 10.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Beginning with the 17-18 school year, the court ordered students will be enrolled in Pioneer Technical Center and not Enterprise Secondary School. As an Alternate Schools Accountability Model (ASAM) school, juvenile hall and the correctional academy do not have access to data as provided through the LCFF Evaluation Rubrics or dashboard. Changes will be made to the actions/services for these two facilities based upon the limitations of the facilities themselves and student access. A professional development plan will be developed that focuses on instructional strategies such as differentiated instruction, instruction for EL students which can be found under Goal 1, Action 7.

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Maintain number of students participating in student events.
- Conduct annual Williams visits and the annual facilities inspection form resulting in a response to maintenance requests within 10 days.
- Create a three member student advisory committee to provide input for the facilities school site master plan
- Conduct workshops based upon student interests one time per quarter.
- Decrease chronic absenteeism by .10%.

ACTUAL

1. Because the overall number of students decreased due to the reconfiguration of the court and community school, the number of students participating in students' events decreased. Students in the juvenile hall have restrictions for participation in student events as do those in the correctional academy.
2. Formal Williams visits were not conducted as the facilities are maintained by probation. Work orders are completed by staff and submitted to operations/maintenance staff for needed repairs. Due to heavy workloads at multiple sites, work orders are not always completed within 10 working days. An Annual Facilities Inspection form is completed for the special education site and maintenance requests are completed on a continuous basis.

- Maintain daily attendance rates and seat time percentage
- Maintain or decrease the already low in and out of school suspension rates based upon baseline established in 2014-15 school year; expulsion rates do not apply at this school for court and community programs
- Increase the number of students participating in events and programs for pregnant and parenting teens
- Establish baseline of the number of whole class workshops on graduation and transitional planning by PPS personnel.
- Create and administer a school climate and safety survey for students and staff.

3. Students from juvenile hall or the correctional academy were not included in discussions relating to the facilities school site master plan due to the fact those students would not be participating in those particular programs.
4. Specific workshops were not held for students in juvenile hall or the academy.
5. Absenteeism is not an issue in juvenile hall or the correctional academy. Unless ill or in court, students attend school. If a student is isolated for safety reasons a teacher continues to provide education through independent studies.

Chronic absenteeism can be an issue for students with significant special needs who are medically fragile or who have significant behavioral issues. The appropriate steps are taken by MCOE. However, districts of residences do not aggressively initiate the SARB process.

6. Attendance rates and seat time percentage were maintained and were high for the students in juvenile hall (99.8%) and the correctional academy (100%). ESS students who attend Pioneer Technical Center had an attendance rate 92% and increase of almost 6 percentage points.
7. Students in juvenile hall or in the academy are not suspended in the traditional sense. If inappropriate behavior occurs, probation makes the determination as to the consequence of that action. The ESS rate of suspension for the 16-17 school year was 13% which was a slight increase from the previous year. Further analysis indicates that this increase is due to the decrease in students enrolled in ESS and the statistical calculation due to that calculation.
8. All pregnant and parenting teens (PPT) were given the opportunity to participate in events specific to this student population. The overall number of PPT in these programs decreased during this school year.
9. An Action for all students to have a graduation plan was created but no baseline was set for whole class workshops. A baseline of two student/parent meetings was established for transition

planning.
 10. 10. School Climate Survey was not given to students at Juvenile Hall or the Academy

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED Continue development of programs & activities of shared responsibility and commitment - Increase the number of activities that Academy students can participate in and maintain the level of participation in off-campus activities, educational field trips, sports teams with Enterprise students</p>	<p>ACTUAL Students in the correctional academy were given the opportunity to participate in student events with their peers from Pioneer Technical Center, charter school. However, their ability to participate was dependent up approval from probation.</p>
Expenditures	<p>BUDGETED 2.01-1 Transportation , Supplies, Services \$8,000 LCFF</p>	<p>ESTIMATED ACTUAL Transportation, Supplies, Services \$1751 LCFF Base</p>

Action **2**

Actions/Services	<p>PLANNED Facilities and maintenance:</p> <ul style="list-style-type: none"> • Maintain the Facilities repairs status report • Update Def. Maintenance Plan • Update the annual facilities inspection 	<p>ACTUAL The annual facilities inspection and report are completed in the fall of each school year. The campus of the former Enterprise Secondary School was remodeled in the spring of 2017 as part of the overall deferred maintenance and master building plan.</p>
Expenditures	<p>BUDGETED 2.02-1 Sal & Benefits Services \$1,000 LCFF</p>	<p>ESTIMATED ACTUAL Sal & Benefits \$0 LCFF - Base</p>

Action **3**

Actions/Services

PLANNED
 Establish a student advisory committee to develop and provide input for the facilities school site master plan for Career and Alternative Education Services

ACTUAL
 A formal student advisory committee was not developed to provide input for the facilities school site master plan for the Career and Alternative Education Services division. However, student input was taken into consideration especially for the facilities that will house the pathways for Career and Technical Education.

Expenditures

BUDGETED
 2.02.5-1 Sal & Benefits Services \$27,000 LCFF

ESTIMATED ACTUAL
 Sal & Benefits, Services \$0 LCFF Base

Action **4**

Actions/Services

PLANNED
 Implement workshops based on student interests

ACTUAL
 Due to the change in the configuration of the Career and Alternative Education Services division and the limited access students in juvenile hall and the correctional academy have, the workshops provided based upon student interests were limited. One of the four teachers in juvenile hall was able to work with probation to bring in guest speakers for the students on a very limited basis.

Expenditures

BUDGETED
 2.03-1 Sal & Benefits Services & Supplies \$58,200 (Inc Above) LCFF \$18,900 LCFF

ESTIMATED ACTUAL
 Sal & Benefits, Service & Supplies \$16446 (Inc Above) LCFF Base
 Sal & Benefits, Service & Supplies \$731 LCFF Base

Action **5**

Actions/Services

PLANNED
 Provide support services for homeless students such as: haircuts, laundry services, transportation and meals to decrease chronic absenteeism and to maintain daily attendance rates and seat time percentage.

ACTUAL
 The basic needs for students in juvenile hall and the correctional academy are provided in the facilities themselves. Services such as accessing housing, transportation, laundry services and meals were provided to special education students when the need became known.

Expenditures	BUDGETED 2.04-1 Transportation Supplies & Services \$2100 Supplemental	ESTIMATED ACTUAL Transportation, Supplies & Services \$0 Sup & Con
Action 6		
Actions/Services	PLANNED Provide transportation for student safety as needed and to decrease chronic absenteeism and to maintain daily attendance rates and seat time percentage.	ACTUAL Transportation is provided to students by the largest district of residence. Juvenile hall and the correctional academy are residential facilities. Therefore, transportation is not necessary. Chronic absenteeism and maintaining daily attendance rates and seat time percentage is not an issue. Special education students receive door to door transportation based upon their Individual Education Plans (IEP).
Expenditures	BUDGETED 2.05-1 Sal & Benefits Services \$30,300 LCFF	ESTIMATED ACTUAL Sal & Benefits Services \$14235 LCFF Base
Action 7		
Actions/Services	PLANNED Enhance positive behavior programs, anti-bullying programs, and awards/incentives programs to decrease chronic absenteeism, to maintain daily attendance rates and seat time percentage, and decrease in and out of school suspension rates.	ACTUAL The small number of remaining Enterprise Secondary Students attending school at Pioneer Technical Center (PTC) participate in PBIS-type programs implemented at PTC. Students in juvenile hall and the correctional academy are rewarded for good behavior as determined by the teaching staff and approved by probation. Even if students in juvenile hall are not allowed by probation to come to class, educational opportunities and instruction are still provided to the student through independent study.
Expenditures	BUDGETED 2.06-1 Sal & Benefits Supplies \$236,200 LCFF \$410,000 Sup & Conc.(Inc above)	ESTIMATED ACTUAL Sal & Benefits Supplies \$67947 LCFF Base Sal & Benefits \$123788 Sup & Conc (Inc Above)
Action 8		

Actions/Services

PLANNED
 Increase support services for pregnant & parenting teens (P&PT), homeless, and foster youth that leads to a high school diploma

- Provide tickets for public transportation to and from school
- Provide child care for parenting teens
- Provide child development educational programs and curriculum on communicating with and caring for your child, providing good nutrition for your child, appropriate discipline for your child
- Maintain nursing & counseling services

ACTUAL
 Students in juvenile hall and the correctional academy are not in need of transportation to attend school or for child care. Services were available and provided to ESS students attending PTC as described. Counseling services are provided by county behavioral health services or by SELPA for educationally related mental health services.

Expenditures

BUDGETED
 2.07-1 Sal & Benefits Services & Supplies Transportation \$46,800 Supplemental (\$38,500 Inc Above)

ESTIMATED ACTUAL
 Sal & Benefits, Services, Supplies & Transp. \$23157 Sup & Conc (\$18300 Inc Above)

Action **9**

Actions/Services

PLANNED
 The PPS credentialed staff will develop additional educational services for students in the areas of: graduation requirements, career exploration, financial aid workshops for college and career.

ACTUAL
 PPS credentialed staff did meet or counsel students on graduation requirements, transitional planning for post incarceration, and career exploration.

Expenditures

BUDGETED
 2.08-1 Sal & Benefits \$18,100 LCFF \$46,900 Sup & conc.

ESTIMATED ACTUAL
 Sal & Benefits \$16,069 LCFF Base Sal & Benefits \$41,620 Sup & Conc.

Action **10**

Actions/Services

PLANNED
 Create and administer a school climate and safety survey for students and staff.

ACTUAL
 A formal school climate and safety survey has not been created or administered. Students in juvenile hall and the correctional academy are naturally within an environment that

Expenditures

	is meant to provide for their safety.
BUDGETED 2.10-1 Sal & Benefits \$1900 LCFF	ESTIMATED ACTUAL Sal & Benefits \$0

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

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

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the school configuration changes mentioned above only 39% of the actual Original Budgeted LCAP amounts for LCFF-Base Funds were spent and only 34% of the Original Budgeted LCAP Supplemental and Concentration Funds were spent. This is mainly due to the number of students being served through our County Community School dropping from 36-47 to 10.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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

Goal 3

Increase parent involvement by developing meaningful partnerships and participation

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Improve the written formalized process for family contacts.
- Increase positive personal contact with families by all staff to a minimum of 3 times per semester
- Increase percentage of parent participation on formal committees and informal events

ACTUAL

The focus of these measurable outcomes were for Enterprise Secondary School (ESS). During the 2016-2017 school year, ESS was reconfigured to be with Pioneer Technical Center Charter School. Therefore, these measurable outcomes do not apply to the Juvenile Hall and the correctional academy.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Improve the written process for a systematic approach for improving parent communication.

ACTUAL

The written process for improving parent communication for Juvenile Hall and the correctional academy was not addressed.

Expenditures

BUDGETED
3.01-1 Sal & Benefits \$37,800
LCFF (\$35,900 Inc. Above)

ESTIMATED ACTUAL
Sal & Benefits \$0 LCFF Base (Inc Above)

Action

2

Actions/Services

PLANNED
Increase positive family contacts such as, phone calls, emails, face-to-face contacts, and home visits.

ACTUAL
Due to the reconfiguration of the alternative education programs, increasing contacts with parents whose children are attending school while in juvenile hall or the correctional academy was not an area of focus. Staff working with ESS students attending PTC did make positive contacts with parents through emails, face-to-face contacts and occasional home visits.

Expenditures

BUDGETED
3.02-1 Sal & Benefits \$92,600
LCFF (\$74300 Inc. Above)

ESTIMATED ACTUAL
Sal & Benefits \$33384 LCFF Base (\$22433 inc above)

Action

3

Actions/Services

PLANNED
Personal contacts to identify new members for formalized committees and to encourage participation.

ACTUAL
This was not implemented for Juvenile Hall and the correctional academy. Parents of students with special needs consistently participate.

Expenditures

BUDGETED
3.03-1 Sal & Benefits \$126,800 LCFF
(\$74300 Inc. Above)

ESTIMATED ACTUAL
Sal & Benefit \$0 LCFF Base (Inc Above)

Action

4

Actions/Services

PLANNED
SELPA will reestablish the community advisory committee (CAC) comprised of parents with special needs children.

ACTUAL
Completed – SELPA conducts at least 4 meetings per year for CAC

Expenditures	BUDGETED 3.03.1-1 Sal & Benefits \$2,600 Spec Ed.	ESTIMATED ACTUAL Sal & Benefits \$2600 Spec Ed
Action	5	
Actions/Services	PLANNED Newsletters from each school site will be distributed to parents via MCOE's website or copies sent home.	ACTUAL Not completed due to the reconfiguration. Newsletters were not developed for Juvenile Hall and the correctional academy.
Expenditures	BUDGETED 3.03.5-1 Supplies \$500 LCFF	ESTIMATED ACTUAL Supplies \$0 LCFF Base
Action	6	
Actions/Services	PLANNED Explore ways to conduct sign-language classes for parents of students who are deaf and hard of hearing.	ACTUAL Not completed. Due to the severe shortage of certificated deaf interpreters, there was not enough personnel to complete this.
Expenditures	BUDGETED 3.03.7-1 Sal & Benefits \$1,000 Spec Ed.	ESTIMATED ACTUAL Sal & Benefits \$0 Spec Ed
Action	7	
Actions/Services	PLANNED Maintain conducting established family events and opportunities such as Welcome Back, Open House, Parent Teacher Conferences, Fall Festival, and Winter Performance for parent involvement in school functions.	ACTUAL Parent conferences/meetings are conducted for students in Juvenile Hall and the correctional academy. Welcome back, open house, conferences, Fall Festival, winter and spring performances were conducted for parents for students with special needs.

Expenditures

BUDGETED

Sal & Benefits \$13600 (\$3650 Inc. Above)

ESTIMATED ACTUAL

Sal & Benefits \$2817 (\$849 Inc Above) LCFF Base

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>During the 2016-2017 school year, the configuration of the schools in the Career and Alternative Education (CAES) division changed. The majority of the 16-17 LCAP was written to implement actions/services for the students enrolled in the Enterprise Secondary School (ESS) which at the time had 47 students as well as juvenile hall, the correctional academy, and special education students served by the Madera County Office of Education. For 16-17, ESS students were identified only as those who are court ordered to attend school. Expelled students have been integrated into the Pioneer Technical Center (PTC) which is a charter school that serves high risk students. The number of ESS students attending PTC was approximately 10. Therefore, the actions/services from the 16-17 LCAP applied to those students attending school in juvenile hall and the correctional academy were ultimately limited due to the restrictions of the correctional facilities.</p> <p>Staff maintained current status of communication with parents whose children were attending school in juvenile hall and the correctional academy.</p> <p>Parents of ESS students attending PTC were invited and encourage to participate in student/family oriented events.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>There was limited effectiveness for the implementation of this goal due again to the reconfiguration. Increasing parent involvement for students in the correctional facilities often presents unique challenges. Parents were asked to participate in conferences when scheduled.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Due to the school configuration changes mentioned above only 39% of the actual Original Budgeted LCAP amounts for LCFF-Base Funds were spent and only 34% of the Original Budgeted LCAP Supplemental and Concentration Funds were spent. This is mainly due to the number of students being served through our County Community School dropping from 36 to 10.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>Investigate how to improve parent communication and interaction documented through a call log (Goal 3, Action 1). Create a transition team that will work with the student to assist in transition from the facilities back to their district of residence (Goal 3, Action 3).</p>

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Fully utilize the Foster Focus database including use by district liaisons
- Implement training module
- Copies of transcripts for high school FY
- Conduct regularly scheduled meetings with FY stakeholders
- Increase FY parent involvement
- Extend services by adding additional personnel or time

ACTUAL

1. As a county, we continue to utilize Foster Focus and have added additional users to include four of nine districts, Department of Social Services supervisors, Probation, and FYSCP staff.
2. The Foster Youth Services program continues to provide technical assistance and training in foster youth legislative mandates including AB490, AB167, and credit policy.
3. Students learn to read their high school transcript during regularly scheduled cohort meetings.
4. Implemented a series of ten Foster Parent Connection monthly workshops.
5. Added one additional staff person to FYSCP.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
 Improve the identification of foster youth by:

1. Conducting on-going district liaison meetings quarterly
2. Expanding the use of the Foster Focus data base

ACTUAL

1. Conducted monthly district liaison meetings collaboratively with the Foster Youth Executive Advisory Council.
2. Increased the number of users from 7 to 12; a work group is currently working to develop an interagency sharing agreement that will increase the number of users; There is now a daily CALPADS/Foster Focus local “match” which serves as an incentive for new users since more students are now being identified.
3. Provided a Foster Focus training to local DSS and MUSD database administrators to inform of new system features that increases student identification.

Expenditures

BUDGETED
 4.01-1 \$118,700 Sal & Benefits Supplies Foster Youth Funding

ESTIMATED ACTUAL
 \$118,700 Sal & Benefits; Supplies; Foster Youth Funding

Action **2**

Actions/Services

PLANNED
 Inform FY about post-secondary options by:

1. Increasing participation in middle/high school cohorts through monthly meetings and campus visits
2. Increasing opportunities for college/vocational program visitations

ACTUAL

1. Cohort meetings were held three times per month and four college/university visits were conducted from September – March.
2. College visits included: Columbia College, California State University, Bakersfield, California State University, Stanislaus, California State University, and Monterey Bay.
3. Foster youth in middle and high school were invited and participated in a STEM

Expenditures

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<p>Conference for girls and high school foster youth participated in the Madera County Manufacture Day where they learned about various careers in health and manufacturing.</p> <p>4. Individual check ins with students and teachers are now being conducted for foster youth in the Career and Alternative Education Programs to monitor progress and to inform of post- secondary options. Assistance is given to seniors to complete the community college matriculation process.</p>
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<p>BUDGETED 4.02-1 \$113,500 Sal & Benefits \$14,800 Supplies & Services Foster Youth (\$118700 Inc Above)</p>

<p>ESTIMATED ACTUAL \$113,500 Sal & Benefits; \$14,800 Supplies & Services (Foster Youth \$118,700 Included above)</p>

Action

3

Actions/Services

<p>PLANNED Ensure school stability, immediate enrollment, and transfer of credits by:</p> <ol style="list-style-type: none"> 1. Increasing AB490/AB167 trainings and participants 2. Developing credit policy training for school site staff, social workers, counselors, CASA workers, district liaisons, and other stakeholders. 3. Teaching FY to self-advocate by understanding how to read and analyze their school transcripts 4. Continuing to facilitate collaboration with DSS and school districts to minimize school changes. When changes occur, work with DSS and school districts to ensure immediate enrollment and accurate transfer of records and credits.

<p>ACTUAL</p> <ol style="list-style-type: none"> 1. Held AB490/AB167 for DSS social workers and social worker supervisors twice. Held one AB490 overview workshop for MUSD elementary counselors. Provided one AB490 workshop for foster parents 2. Offered credit policy training to districts. 3. FY students learned to read school transcripts during cohort meetings. 4. Work group was established and met in December and March to develop and implement an interagency agreement which will include agency roles and responsibilities, procedures to determine school of origin including criteria to be used, and procedures to determine transportation responsibility, including financial
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	<p>responsibility. It will also include agency responsibility in ensuring immediate enrollment and the timely and accurate transfer of records and credits.</p> <ol style="list-style-type: none"> 5. A county-wide 'notice of placement/removal' is scheduled to be reinstated by May. This will ensure that schools are aware of a pending move to allow for a collaborative evaluation of school of origin/best interest and, if a change in placement is in the best interest of child, to ensure the immediate transfer of records and credits. 6. A board policy draft for MCOE Career and Alternative Education foster youth has been drafted and is pending approval. It will establish policy to be used in determining immediate enrollment, transfer of records and credits, and AB167 evaluation.
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Expenditures

<p>BUDGETED 4.03-1 \$113,500 Sal & Benefits \$14,800 Supplies Foster Youth (\$128300 Inc Above)</p>
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<p>ESTIMATED ACTUAL \$113,500 Sal & Benefits; \$14,800 Supplies; Foster Youth (\$128,300 Above)</p>

Action

4

Actions/Services

<p>PLANNED Develop and conduct a needs assessment to determine interest in trainings to various stakeholders.</p>

<p>ACTUAL</p> <ul style="list-style-type: none"> • A comprehensive needs assessment was developed to obtain feedback for training and technical assistance/professional development. • Needs assessment was disseminated to the Madera County Foster Youth Executive Advisory Council and will continue to be disseminated to local stakeholders. • Foster parents were surveyed to obtain
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		feedback for foster parent monthly workshop series.
Expenditures	BUDGETED 4.04-1 \$113,500 Sal & Benefits Foster Youth (\$113500 Inc Above)	ESTIMATED ACTUAL \$113,500 Sal & Benefits; Foster Youth (\$113500 Inc Above)

Action **5**

Actions/Services	PLANNED Promote the engagement of foster parents by finalizing the FYS Collaborative 3 year plan to promote engagement of foster parents through the implementation of monthly parent meetings and invitations to participate in all FY activities including monthly cohorts and campus/vocational visits.	ACTUAL <ul style="list-style-type: none"> Worked collaboratively with DSS and MUSD to develop and implement a series of ten workshops focused on topics including: trauma informed care, the special education process, gang awareness, how to advocate for a foster child at school (overview of AB490 and post-secondary options including requirements), behavioral health services, and understanding the social services process. Foster parents are always invited to attend cohort meetings, field trips and other special events and activities.
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Expenditures	BUDGETED 4.05-1 \$113,500 Sal & Benefits Foster Youth (\$113500 Inc Above)	ESTIMATED ACTUAL \$113, 500 Sal & Benefits; Supplies; Foster Youth (\$113500 Inc Above)
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Action **6**

Actions/Services	PLANNED Facilitate the collaboration between stakeholders and the coordination of services by:	ACTUAL <ul style="list-style-type: none"> Conducted monthly (August –
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- Hosting the Madera County Foster Youth Collaborative
- Participating on the Out of Home Youth Advisory Board
- Conducting district FY liaison meetings quarterly
- Implementing a needs assessment

June) Foster Youth Collaborative meetings (name has since changed to the FYS Executive Advisory Council)

- Per requests by DSS, the Out of Home Youth Advisory Board is now part of the Madera County Foster Youth Executive Advisory Council which meets monthly and is facilitated by MCOE FYSCP staff.
- District liaisons meet monthly as part of the Executive Advisory Council.
- Convened local stakeholder group to address requirements under ESSA, including, primarily, new transportation mandate for maintaining school stability/ school of origin. Additional meetings are scheduled and will be facilitated by MCOE FYSCP staff.
- A needs assessment was developed and has been disseminated to stakeholders who take part in the Executive Advisory Council. Dissemination to other stakeholders will continue through May.

BUDGETED

4.06-1 \$113,500 Sal & Benefits Foster Youth (\$113500 Inc Above)

ESTIMATED ACTUAL

\$113, 500 Sal & Benefits; Foster Youth (\$113500 Inc Above)

Expenditures

Action

7

Actions/Services

PLANNED

Leverage multiple sources of funding (non-LCFF monies) to extend the number of days of the FY Coordinator and to hire a social worker.

ACTUAL

- The number of days for the FY Coordinator were not extended, a staff person, however, was added to the Foster Youth Services Program through the leveraging of multiple sources including CAES, FYS, and Title IVE.

Expenditures

BUDGETED

\$113,500 Sal & Benefits Foster Youth (\$113500 Inc Above)

ESTIMATED ACTUAL

\$113, 500 Sal & Benefits; Foster Youth (\$113500 Inc above)

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the majority of the actions/services were implemented. Increasing the number of identified foster youth continues to be a priority. Foster Focus continues to be improved in this effort. With the additional match to CalPads, more foster youth are being identified, increasing the number of foster youth invited to monthly cohort meetings, field trips and other events. A work group is working on an interagency information sharing agreement that will allow for more users to access Foster Focus, including social workers. They will have access to valuable information required for court reports which will help ensure proper school placement, immediate enrollment, and timely transfer of records. Additionally, monthly rather than quarterly district liaison meetings were held which allowed for increased collaboration between Madera County Office of Education Foster Youth Services and local LEAs in developing and implementing post high school preparatory services and support. Foster youth staff continued to implement monthly meetings three times per month, giving middle and high school foster youth post-secondary information, planning and implementing campus visits and providing opportunities for career and interest exploration. The collaborative effort in Madera County is strong. The goal of ensuring stability, immediate enrollment and transfer of credits has been at the forefront this year. A workgroup is currently working towards the development of an interagency agreement specifying agency roles and responsibilities, identifying processes to be used and identifying agency policies. Additionally, the workgroup will identify the criteria to be used in determining "best interest" regarding school of origin and working to develop a county wide transportation procedure to ensure school of origin, including fiscal responsibility. Additionally, the Foster Parent Connection was developed and implemented this year, engaging foster parents in monthly workshops focused on topics including the special education process, foster youth educational rights, trauma and its impact on behavior, high school graduation/college entrance requirements, and the four systems of higher education and the paths to get there.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no anticipated material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Assist independent study and charter school seniors to complete the FAFSA by the March 2 deadline by conducting two student, workshops, following up with individual students to ensure the process is complete and facilitating the development of a mechanism for tracking FAFSA completions.

Assist interested independent study and charter school seniors to complete the community college matriculation process by conducting a community college overview workshop, scheduling and implementing matriculation workshop dates for the on-line application and orientation, facilitating an assessment preparation workshop and two assessment test dates, facilitating an advisory day at Madera Center to develop the student Education Plan, following up with individual students and ensuring a connection to a community college foster youth program; gather base line data.

Ensure school stability, immediate enrollment and transfer of credits received for newly enrolled independent study and charter school foster youth by developing and implementing a MCSOS FYS board policy aimed at providing guidance regarding stability, enrollment and credits,

Parent coordinating remote access to workshops,

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

Stakeholder Engagement

LCAP
Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The involvement process for the review of the 2016=2017 LCAP and planning for the 2017-2018, 2018-2019, and 2019-202 LCAP occurred throughout the 2016-2017 school year with the intent of purposeful engagement from numerous stakeholder groups. Information was disseminated and input gathered through various means such as, but not limited to, meetings, surveys, telephone calls, Blackboard Connect, emails, and flyers. These various stakeholder groups included Madera County Office of Education (MCOE) staff comprised of administration, certificated staff, classified staff, internal classified, confidential, and agency personnel, parents, students, and district administration. Because formal parent involvement continues to be a challenge for the alternative education programs operated by MCOE, the already established School Site Council served as the Parent Advisory Committee for the LCAP process providing input and guidance.

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

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

1. Stakeholders Meetings for MCOE staff including administration, certificated, classified, internal classified, confidential, bargaining unit representatives were scheduled for October 3, 2016, December 12, 2016, March 13, 2017, and May 8, 2017. CTA and CSEA representatives actively participated in these LCAP stakeholders meetings. Parents were invited to participate in the Stakeholders meetings through personal invitations, flyers or Blackboard Connect.
2. MCOE's Leadership Implementation Team (LIT) meeting – August 23, 2016, October 25, 2016, March 21, 2017, and June 13, 2017.
3. MCOE Board of Education Meetings – second Tuesday of every month budget and program updates were provided and any necessary revisions discussed
4. School Site Council Meetings: February 9, 2017 and May 11, 2017.
5. Professional development meetings for CAES instructional staff and staff meetings focused on instructional strategies and improving student achievement held on August 29, 2016, October 10, 2016, November 7, 2016, December 2, 2016, January 9, 2017, March 6, 2017, April 17, 2017, May 8, 2017 and May 22, 2017.
6. Monthly collaborative meetings were held to review services provided to Foster Youth (FY) with personnel from the following: MCOE, Madera Unified School District (MUSD), Madera County Department of Social Services (DSS), Madera County Probation

Department, Madera Community College Center. In addition, meetings are held quarterly with district FY liaisons to provide better coordination of FY services.

7. LCAP team participated in meetings provided by MCOE Educational Services staff that reviewed all components of the new template and evaluation rubrics on November 28, 2016, December 12, 2016, March 6, 2017, and May 1, 2017.
8. A presentation was made on the LCAP to MCOE's Communications Committee which is composed of representatives from all aspects of the MCOE organization.

Although formal surveys were not distributed to all MCOE staff members in 16-17, results from the previous year's surveys were reviewed to determine the success of the implementation of actions derived from the previous surveys. Discussions were held in meetings with both certificated and classified staff to determine the focus of professional development activities for the 17-18 school year and beyond.

A draft of the LCAP was posted on MCOE's web site for review and public input. Staff members were notified of the posting via email. Parents received a letter notifying them of the posting. Hard copies of the LCAP were available at the MCOE administration building. Any questions or comments were responded to in writing by the Superintendent.

A Public Hearing for MCOE's LCAP and budget was an agenda item for MCOE's Board of Education on June 13, 2017. Notice of the Public Hearing was published in the Madera Tribune. Any necessary revisions to the draft LCAP were made based upon public comment, parent input or board of education response. Final adoption of the LCAP is scheduled for June 29, 2017 at the MCOE Board of Education Meeting.

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

Stakeholders meetings and staff, student and parent input had the following impact in the development of the 2017-2018 LCAP:

Through the development of student's individual transition plans and career interest surveys, more opportunities should occur in career exploration and work experience as students prepare for a career or college. Although it is not possible for incarcerated youth

to go out into the community to explore career options, teachers can make presentations that outline available resources in the community.

A professional development plan to increase the rigor of instruction and the use of technology to increase student access to curriculum needs to be developed and implemented with fidelity. Common minimum days, staff meetings, and workshops will continue to be used to engage teachers in discussions of state standards implementation. Additional time for teacher collaboration and coaching is needed. Common minimum days and staff meetings will be identified for these purposes.

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

The commitment to enhance the use of technology by students for instructional purposes. Future impact is to make tablets more available to a broader scope of students.

Continue the emphasis for improved services to identified English Learners to include appropriate instructional strategies and the re-designation of students. A part time EL coordinator will continue to revise the EL plan as needed ensuring all policies and procedures are accurate, develop well-defined EL instruction, assist with the re-designation process, and to monitor those students who have been re-designated.

Provide more focused training on the use of technology in instruction. Students must have access to updated "hardware" and be taught to use technology for instructional purposes. Teachers must receive training on such things as the use of smart boards and specific instructional software programs.

A continued commitment to provide for homeless youth who are in need of basics such as clothes, hygiene products, haircuts and access to public transportation.

School counselors in the CAES division will have a larger role in working with the incarcerated youth. Counselors will be assigned to specific students and will continue to work with them in working toward their graduation, post-secondary transition plans, or transition plans to return to their schools of residence after their release.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Individual Graduation	To Be Developed-No current data	Individual plan will be developed and	Individual plan will continue to be used with	Individual plan will continue to be used with all students

Progress plan		implemented with all students in juvenile hall and the cadet academy to be on track to graduate. Establish baseline.	all students in juvenile hall and the cadet academy. Increase students on track to graduate	in juvenile hall and the cadet academy. Increase students on track to graduate
Career interest Assessment Juvenile Hall.	To Be Developed-No current data	Career interest survey will be created. The career interest survey will be implemented for students in juvenile hall once it is determined the student will be in the facility more than fifteen days. Establish baseline.	Career interest survey will continue to be used with students in juvenile hall. Increase percent of students assessed	Career interest survey will continue to be used with students in juvenile hall. Increase percent of students assessed
Career Interest Assessment Correctional Academy	To Be Developed-No current data	Career assessment will be created and implemented with all students in the correctional academy within the first month of them being in the cadet academy.	Career assessment will continue to be used with all students in the cadet academy. Increase percent of students assessed	Career assessment will continue to be used with all students in the cadet academy. . Increase percent of students assessed
El student reclassification	There is no relevant data for Alternative school reclassification due to the short term placement of students in the programs.	Develop an assessment to use along with CELDT/ELPAC to be able to reclassify EL students.	Implement assessment used for reclassification. Maintain or increase number of reclassified EL students	Implement assessment used for reclassification. Maintain or increase number of reclassified EL students
Standards Aligned Instructional Materials	100% students have access to Standards aligned instructional materials. Reported on Williams Annual Report	Maintain all students access to Standards aligned instructional materials.	Maintain all students access to Standards aligned instructional materials.	. Maintain all students access to Standards aligned instructional materials.
State adopted	100%of students will	All students will receive	All students will receive	All students will receive

content and performance standards	receive instruction based on State adopted Common Core State Standards	instruction based on State adopted Common Core State Standards	instruction based on State adopted Common Core State Standards	instruction based on State adopted Common Core State Standards
Broad course of study	100 % students in Juvenile Hall and Academy have access to a course of study that allows them to earn credits that will transfer to meet diploma track graduation requirements	Maintain options for credits that will meet graduation requirements	Maintain options for credits that will meet graduation requirements	Maintain options for credits that will meet graduation requirements
Targeted support for Special Education students	All SPED students receive targeted support and appropriate special education service	Maintain Special Education support of each SPED student	Maintain Special Education support of each SPED student	Maintain Special Education support of each SPED student
Support for all Unduplicated Pupils	All of the students in Juvenile Hall and the Correctional Academy receive targeted support.	Maintain support for all students.	Maintain support for all students.	Maintain support for all students.
State CASSP	Alternative Schools do not receive school score			
API	School does not receive			
UC/CSU eligibility	Alternative School does not offer a-g classes			
ELPI	Alternative School does not receive ELPI score. Establish baseline score for reclassification for students in the Academy.	Increase reclassification or Academy students	Increase reclassification or Academy students	Increase reclassification or Academy students

AP Exams	Alternative School does not offer AP classes			
EAP	Alternative School does not receive EAP score			
Graduation Credit recovery	Maintain student credit status for graduation at minimum. Earn additional credits to close gap when possible	Maintain student credit status for graduation at minimum. Earn additional credits to close gap when possible	Maintain student credit status for graduation at minimum. Earn additional credits to close gap when possible	Maintain student credit status for graduation at minimum. Earn additional credits to close gap when possible

PLANNED ACTIONS / SERVICES

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

The Career Alternative Education Services (CAES) Counseling department will develop an individual plan for students in juvenile hall and the cadet academy to ensure graduation progress is met and post-secondary options are explored. The staff and designated counselor will implement the individual plan for students in juvenile hall and the cadet academy.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	1.1 \$12,500	Amount	1.1 \$12,700	Amount	1.1 \$12,800
Source	LCFF – Base	Source	LCFF - Base	Source	LCFF - Base
Budget Reference	Salaries & Benefits	Budget Reference	Salaries & Benefits	Budget Reference	Salaries & Benefits

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The CAES counseling department staff will develop a career interest survey to be completed by students to assist them in exploring careers that match their interests.	Counseling department will use information to develop a resource list of career options locally and elsewhere. Maintain list based on results of	

previous interest surveys.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	1.2 \$3600 (Inc)	Amount	1.2 \$3700	Amount	1.2 \$3700
Source	LCFF –Base	Source	LCFF –Base	Source	LCFF –Base
Budget Reference	Salary & Benefits (\$2900 Inc in 1.1)	Budget Reference	Salary & Benefits (\$3000 Inc in 1.1)	Budget Reference	Salary & Benefits (\$3000 Inc in 1.1)

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools spans: _____ Specific Schools: _____ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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The Career Alternative Education Services counseling staff will research and/or create a career assessment to implement with all students in the correctional academy within the first month of them being in the cadet academy.

Implement with all students in the correctional academy within the first month of them being in the cadet academy.

BUDGETED EXPENDITURES

2017-18

Amount
1.3
\$3600
\$1000

Source
LCFF - Base

Budget Reference
Salary & Benefits (\$2900 Inc in 1.1)
Services

2018-19

Amount
1.3
\$3700
\$1000

Source
LCFF - Base

Budget Reference
Salary & Benefits (\$3000 Inc in 1.1)
Services

2019-20

Amount
1.3
\$3700
\$1000

Source
LCFF - Base

Budget Reference
Salary & Benefits (\$3000 Inc in 1.1)
Services

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Counseling staff will make sure to maintain list of EL students that are long term commits or academy cadets to ensure that these students are accessing curriculum and acquiring the language, which will facilitate their reclassification.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

1.4
\$4000 S&C \$3100 Title I

Source

LCFF – Sup & Conc & Title I

Budget Reference

Salaries & Benefits

2018-19

Amount

1.4
\$4100 S&C \$3100 Title I

Source

LCFF – Sup & Conc & Title I

Budget Reference

Salaries & Benefits

2019-20

Amount

1.4
\$4100 S&C \$3100 Title I

Source

LCFF – Sup & Conc & Title I

Budget Reference

Salaries & Benefits

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Teachers and administrators will continue to review and enhance curriculum to ensure it is rigorous and engaging to all students, which will increase the number of students learning at higher levels in juvenile hall and the cadet academy.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount 1.5
\$9000

Source LCFF - Base

Budget Reference Salaries & Benefits

Amount 1.5
\$9200

Source LCFF - Base

Budget Reference Salaries & Benefits

Amount 1.5
\$9200

Source LCFF - Base

Budget Reference Salaries & Benefits

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

MCSOS will recruit and retain appropriately credentialed teachers.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount 1.6
\$235,500 Base
\$147,600 Title I

Source LCFF – Base & Title I

Budget Reference Salaries & Benefits

Amount 1.6
\$243,800 Base
\$147,600 Title I

Source LCFF – Base & Title I

Budget Reference Salaries & Benefits

Amount 1.6
\$243,800 Base
\$147,600 Title I

Source LCFF – Base & Title I

Budget Reference Salaries & Benefits

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

MCSOS will provide opportunities for professional development on designated days and attend external workshops and conferences. Professional development days will be used to address best practices and collaboration on topics relevant to the needs of individual programs.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	1.7 \$7000 \$7100
Source	LCFF -Base
Budget Reference	Services & Travel Salaries & Benefits

2018-19

Amount	1.7 \$7200 \$7200
Source	LCFF -Base
Budget Reference	Services & Travel Salaries & Benefits

2019-20

Amount	1.7 \$7200 \$7200
Source	LCFF -Base
Budget Reference	Services & Travel Salaries & Benefits

New

Modified

Unchanged

Goal 2

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

Increase student engagement

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

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

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

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher-Student ratio	12-1 teacher-student ratio	The number of needed teachers will remain in the facility according to the population to ensure a low student to teacher ratio	The number of needed teachers will remain in the facility according to the population to ensure a low student to teacher ratio	The number of needed teachers will remain in the facility according to the population to ensure a low student to teacher ratio

Presentations to help students be more connected to their community.	Two presentations	Establish the two presentations to be presented one each semester to help students be more connected to their community.	Present the two presentations, one each semester to all students in juvenile hall and the cadet academy.	Present the two presentations, one each semester to all students in juvenile hall and the cadet academy.
School Attendance Rates	Attendance is mandatory (see above) Attendance baseline in 99.8%	Maintain attendance rate	Maintain attendance rate	Maintain attendance rate
Chronic Absenteeism	None Due to mandatory attendance requirement	Maintain rate	Maintain rate	Maintain rate
High School Drop Out Rates	None While in Juvenile Hall and Correctional Academy all students are required to maintain enrollment	Maintain rate	Maintain rate	Maintain rate
High School Graduations Rates	No school data available for program- see above (Identified Need).			
Pupil Suspension Rates	None Students in Juvenile Hall and the Correctional Academy are not suspended or expelled in the traditional sense. If inappropriate behavior occurs, Probation makes determination of the consequences of that action.			

Pupil Expulsion Rates	None Students in Juvenile Hall and the Correctional Academy are not suspended or expelled in the traditional sense. If inappropriate behavior occurs, Probation makes determination of the consequences of that action.			
School Climate and Safety	Tool To Be Developed MCSOS provides educational services only. Classes are held in correctional facility and safety and environment administered by legal requirements and policies of the Probation Department	Maintain status per probation	Maintain status per probation	Maintain status per probation
School Facilities Inspection Tool	Facilities for Juvenile Hall and the Correctional Academy are maintained by County Probation Department are kept in "good care" per inspection of MCSOS inspection	Maintain facility status	Maintain facility status	Maintain facility status
Designate a CAES Counselor to work specifically with the students in the cadet academy.	One Counselor	Maintain Counselor	Maintain Counselor	Maintain Counselor

PLANNED ACTIONS / SERVICES

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A positive working relationship with the Deputy Chief Probation Officer of the Madera County Juvenile facility and the educational administrator will ensure the number of teachers provided to juvenile hall and the cadet academy will create a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code.		

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	2.1 \$235,500 \$6600	Amount	2.1 \$240,500 \$6800	Amount	2.1 \$241,000 \$6800
Source	LCFF – Base LCFF Sup & Conc	Source	LCFF – Base LCFF Sup & Conc	Source	LCFF – Base LCFF Sup & Conc
Budget Reference	Salaries & Benefits (Inc in 1.6) Salaries & Benefits	Budget Reference	Salaries & Benefits (Inc in 1.6) Salaries & Benefits	Budget Reference	Salaries & Benefits (Inc in 1.6) Salaries & Benefits

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged New Modified Unchanged New Modified Unchanged

Teachers will prepare 1 presentation each semester for students to gain a greater sense of connection and responsibility to the community.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

	2017-18	2018-19	2019-20
Amount	2.2 \$9000 \$5000 \$5000	2.2 \$9000 \$5000 \$5000	2.2 \$9000 \$5000 \$5000
Source	LCFF Sup & Con	LCFF Sup & Con	LCFF Sup & Con
Budget Reference	Salaries & Benefits Supplies Services	Salaries & Benefits Supplies Services	Salaries & Benefits Supplies Services

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

A CAES counselor will work with a designated list of students through graduation from high school to develop a greater sense of trust of people and resources in the CAES division and community.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 2.3
\$18,300

Source LCFF Sup & con

Budget Reference Salaries & Benefits

2018-19

Amount 2.3
\$18,700

Source LCFF Sup & con

Budget Reference Salaries & Benefits

2019-20

Amount 2.3
\$18,700

Source LCFF Sup & con

Budget Reference Salaries & Benefits

New Modified Unchanged

Goal 3

Increase parent involvement by developing meaningful partnerships and participation

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Increase parent involvement

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: Voyager Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Staff will create a call log and standard letter for teachers to utilize in order to increase parent communication for cadet academy students. The teachers will make a minimum of two parent contacts per semester for all cadet academy students.

Staff will make a minimum of two parent contacts per semester for all cadet academy students.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

3.1
\$6600
\$100

Amount

3.1
\$6800
\$100

Amount

3.1
\$6800
\$100

Source	LCFF –Sup & Conc	Source	LCFF –Sup & Conc	Source	LCFF –Sup & Conc
Budget Reference	Salaries & Benefits Supplies	Budget Reference	Salaries & Benefits Supplies	Budget Reference	Salaries & Benefits Supplies

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Staff will build on the relationships that have been created through their positive contacts to personally invite parents and families to participate in formal committees and informal events.		

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	3.2	Amount	3.2	Amount	3.2
	\$11200		\$11400		\$11400
	\$ 1000		\$ 1000		\$ 1000
Source	LCFF – Sup & Conc	Source	LCFF – Sup & Conc	Source	LCFF – Sup & Conc
Budget Reference	Salaries & Benefits (\$6600 Inc in 3.1) Supplies	Budget Reference	Salaries & Benefits (\$6800 Inc in 3.1) Supplies	Budget Reference	Salaries & Benefits (\$6800 Inc in 3.1) Supplies

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: Voyager (correctional academy) Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Include parents in transitional meetings of cadet academy students to support their decisions for best placement. The transitional team will include designated CAES counselor, probation officer, and other community representatives that can positively impact cadet placement.

Include parents in transitional meetings of cadet academy students to support their decisions for best placement. The transitional team will include designated CAES counselor, probation officer, and other community representatives that can positively impact cadet placement.

Include parents in transitional meetings of cadet academy students to support their decisions for best placement. The transitional team will include designated CAES counselor, probation officer, and other community representatives that can positively impact cadet placement.

BUDGETED EXPENDITURES

2017-18

Amount	3.3 \$3600
Source	LCFF - Base
Budget Reference	Salaries & Benefits (\$2900 Inc in 1.1 \$700 Inc in 1.2)

2018-19

Amount	3.3 \$3700
Source	LCFF - Base
Budget Reference	Salaries & Benefits (\$3000 Inc in 1.1 \$700 Inc in 1.2)

2019-20

Amount	3.3 \$3700
Source	LCFF - Base
Budget Reference	Salaries & Benefits (\$3000 Inc in 1.1 \$700 Inc in 1.2)

New
 Modified
 Unchanged

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of cohort meetings and campus visits/special events conducted.	22 cohort meetings/campus visits/special events.	Maintain or increase number of cohort meetings/campus visits/special events	Maintain or increase number of cohort meetings/campus visits/special events	Maintain or increase number of cohort meetings/campus visits/special events
Average score on Post-Secondary Knowledge Survey	To Be determined in 2017-18	Establish baseline data – develop and administer survey	Maintain or improve average student score on Post-Secondary Knowledge Survey	Maintain or improve average student score on Post-Secondary Knowledge Survey
Development/Dissemination of a county-wide resource guide.	To be established in 2017-18	Finish the development of Resource Guide, Disseminate to middle and high school foster youth – Establish baseline data	Maintain or increase number of middle and high school foster youth who receive a resource guide.	Maintain or increase number of middle and high school foster youth who receive a resource guide.
Number of CAES foster youth receiving individual counseling services.	6	Maintain or increase number of CAES foster youth who receive individual counseling.	Maintain or increase number of CAES foster youth who receive individual counseling.	Maintain or increase number of CAES foster youth who receive individual counseling.

Number of CAES senior FAFSA completions	No prior data. To be established in 2017-18	Establish baseline data	Maintain or increase number of CAES seniors who complete the FAFSA process.	Maintain or increase number of CAES seniors who complete the FAFSA process.
Number of CAES Seniors who complete the community college matriculation process.	No prior data. To be established in 2017-18	Establish baseline data	Maintain or increase the number of CASES seniors who complete the community college matriculation process.	Maintain or increase the number of CASES seniors who complete the community college matriculation process.
Number of School Placement changes	No prior data. To be established in 2017-18	Establish baseline data	Maintain or decrease number of school placement changes.	Maintain or decrease number of school placement changes.
Average number of days for records transfer, including partial credits	3 (2015 FYS EOY Report data)	Maintain or decrease average number of days for records transfers.	Maintain or decrease average number of days for records transfers.	Maintain or decrease average number of days for records transfers.
Average number of foster parents who attend monthly foster parent workshops.	8 (76 total – duplicated count)	Maintain or increase average number of foster parents who attend monthly workshops.	Maintain or increase average number of foster parents who attend monthly workshops.	Maintain or increase average number of foster parents who attend monthly workshops.
Number of CAES foster youth monitored for attendance.	0	Increase number of CAES foster youth monitored for attendance.	Maintain or increase number of CAES foster youth monitored for attendance.	Maintain or increase number of CAES foster youth monitored for attendance.
FY Attendance Rate for CAES foster youth	No prior data-To Be Established in 2017-18	Establish baseline data	Increase number of CAES foster youth monitored for attendance.	Increase number of CAES foster youth monitored for attendance.
Number of AB490/AB167/Credit Policy Trainings	3	Maintain or increase number of AB490/AB167 policy training opportunities	Maintain or increase number of AB490/AB167 policy training opportunities	Maintain or increase number of AB490/AB167 policy training opportunities

Number of stakeholder (Executive Advisory Council) meetings	8	Maintain or increase number of Executive Advisory Council and other stakeholder meetings.	Maintain or increase number of Executive Advisory Council and other stakeholder meetings.	Maintain or increase number of Executive Advisory Council and other stakeholder meetings.
Transfer of health and education records/health education passport	Follow all policies created in Foster Focus Compact	Write new Interagency Agreement to establish new and updated Madera County protocols and procedures-target completion date-December 2017	Implement new protocols for transfer of records for all foster youth students	Implement protocols for transfer of records for all foster youth students
County-wide Expelled Youth Plan	Operate Career Alternative Education Services Department.to oversee plan that coordinates services to all Madera County Districts and Charter Schools	Revise plan for 2018-2021	Implement Plan	Implement Plan

PLANNED ACTIONS / SERVICES

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> Foster Youth
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools		<input type="checkbox"/> Specific Schools: _____
	spans: _____		<input type="checkbox"/> Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: 6-12

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Inform foster youth about post-secondary options by conducting bi-monthly cohort meetings, providing opportunities for college/university campus visits and career exploration and independent living skills activities, providing individual counseling services to independent study and charter school foster youth, and collaborating with local LEAs to develop a county post-secondary preparation resource guide.

Inform foster youth about post-secondary options by maintaining bi-monthly cohort meetings, extending cohort meetings to an additional district, increasing opportunities for campus/vocational program visits, continuing to provide individual counseling services to independent study and charter school foster youth, ensuring every foster youth receives a Madera County Resource Guide, and continuing to administer the post-secondary knowledge survey to measure post-secondary knowledge.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount	4.1 \$92,100 \$138,300 \$6,000	Amount	4.1 \$94,100 \$141,200 \$6,100	Amount	4.1 \$94,300 \$141,500 \$6,100			
	Source		Foster Youth		Source	Foster Youth	Source	Foster Youth
	Budget Reference		Salaries & Benefits Services & Travel Supplies		Budget Reference	Salaries & Benefits Services & Travel Supplies	Budget Reference	Salaries & Benefits Services & Travel Supplies

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Foster Youth

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: 9-12

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Assist students in completing the FAFSA by the March 2

2018-19

New Modified Unchanged

Continue assisting students in

2019-20

New Modified Unchanged

deadline by conducting two student, workshops, following up with individual students to ensure the process is complete and facilitating the development of a mechanism for tracking FAFSA completions.

completing the FAFSA by the March 2 deadline by continuing to conduct two student workshops and following up with individual students to ensure process is complete; maintain or increase the number of seniors completing the FAFSA.

BUDGETED EXPENDITURES

2017-18

Amount	4.1
	\$92,100
	\$138,300 \$6,000
Source	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)

2018-19

Amount	4.1
	\$94,100
	\$141,200 \$6,100
Source	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)

2019-20

Amount	4.1
	\$94,300
	\$141,500 \$6,100
Source	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Foster Youth</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools	<input type="checkbox"/> Specific Grade spans: <u>12</u>

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Assist students in completing the community college matriculation process by conducting a community college overview workshop, scheduling and implementing matriculation workshop dates for the on-line application and orientation, facilitating an assessment preparation workshop and two assessment test dates, facilitating an advisory day at Madera Center to develop the student Education Plan, following up with individual students and ensuring a connection to a community college foster youth program; gather base line data.

2018-19

New Modified Unchanged

Continue assisting students in the completion of the community college matriculation process by conducting community college workshops and the facilitation of assessment and advisory day dates and following up with individual students to ensure positive transition to the community college; maintain or increase the number of foster youth completing the matriculation process.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	4.1 \$92,100 \$138,300 \$6,000
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Source	Foster Youth
---------------	--------------

Budget Reference	Salaries & Bene (Inc in 4.1)
-------------------------	------------------------------

2018-19

Amount	4.1 \$94,100 \$141,200 \$6,100
---------------	---

Source	Foster Youth
---------------	--------------

Budget Reference	
-------------------------	--

2019-20

Amount	4.1 \$94,300 \$141,500 \$6,100
---------------	---

Source	Foster Youth
---------------	--------------

Budget Reference	Salaries & Bene (Inc in 4.1)
-------------------------	------------------------------

Services & Travel (Inc in 4.1)
Supplies(Inc in 4.1)

Salaries & Bene (Inc in 4.1)
Services & Travel (Inc in 4.1)
Supplies(Inc in 4.1)

Services & Travel (Inc in 4.1)
Supplies(Inc in 4.1)

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Foster Youth

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: K-12

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Ensure school stability, immediate enrollment and transfer of credits received for newly enrolled independent study and charter school foster youth by developing and implementing a MCSOS FYS board policy aimed at providing guidance regarding stability, enrollment and credits, coordinating the development of a county-wide interagency

2018-19

New Modified Unchanged

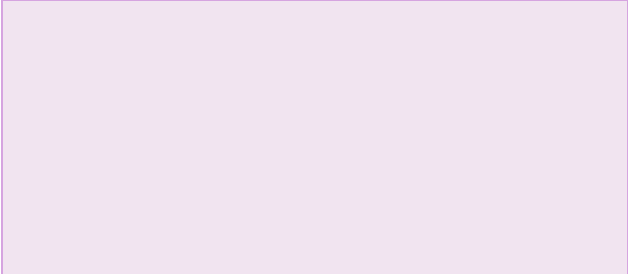
Continue to ensure school stability, immediate enrollment and transfer of credits received for newly enrolled foster youth by ensuring MCSOS staff is familiar with FYS board policy, ensuring that elements of the county-wide interagency agreement for foster youth support services are upheld, maintaining or increasing the number of AB490/AB167 and credit policy

2019-20

New Modified Unchanged

agreement of foster youth support services, increasing AB490/AB167 and credit policy trainings, teaching foster youth to self-advocate by understanding how to read and analyze their school transcript, and continuing to facilitate the collaboration with DSS, school districts, and other stakeholders to minimize school changes.(Executive Advisory Council).

training opportunities for stakeholders, continuing to provide self-advocacy skills training to foster youth, ensuring foster youth “best interest” determination for school of origin decisions are considered, and continuing to host the Madera County Foster Youth Executive Advisory Council monthly meeting.



BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	4.1
	\$92,100
	\$138,300
	\$6,000
Source	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)

Amount	4.1
	\$94,100
	\$141,200
	\$6,100
Source	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)

Amount	4.1
	\$94,300
	\$141,500
	\$6,100
Source	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Foster Youth</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Specific Grade spans: 9-12

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide educational counseling and monitoring for the educational success of foster youth by developing policy and procedures for foster youth enrollment, completing a post-secondary school plan and academic evaluation with every foster youth upon enrollment, for 11th and 12th grade students, conduct an AB167 evaluation, bi-weekly progress checks, and post-secondary option information.

2018-19

New Modified Unchanged

Continue providing educational counseling and monitoring for the educational success of foster youth by continuing the development of post-high school plans for every foster youth, conducting post post-secondary plan annual updates, continuing the academic evaluation of foster youth upon enrollment and annual academic evaluation reviews for current students, continuing AB167 screenings, extending biweekly progress check and post-secondary school options information to include 9th and 10th grade foster youth.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	4.1
	\$92,100
	\$138,300
	\$6,000
Source	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1)

2018-19

Amount	4.1
	\$94,100
	\$141,200
	\$6,100
Source	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1)

2019-20

Amount	4.1
	\$94,300
	\$141,500
	\$6,100
Source	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1)

Supplies(Inc in 4.1)

Supplies(Inc in 4.1)

Supplies(Inc in 4.1)

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Foster Youth</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Ensure the coordination of educational services for foster youth by facilitating the monthly Madera County Foster Youth Executive Advisory Council which includes LEAs, Department of Social Services, Probation, and other community stakeholders. Obtain feedback from stakeholders for the planning and development of capacity building training opportunities.

2018-19

New Modified Unchanged

Continue facilitating the monthly Madera County Foster Youth Executive Advisory Council; implement capacity building training opportunities based on feedback from stakeholders.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount
4.1
\$92,100
\$138,300
\$6,000

Source
Foster Youth

Budget Reference
Salaries & Bene (Inc in 4.1)
Services & Travel (Inc in 4.1)
Supplies(Inc in 4.1)

Amount
4.1
\$94,100
\$141,200
\$6,100

Source
Foster Youth

Budget Reference
Salaries & Bene (Inc in 4.1)
Services & Travel (Inc in 4.1)
Supplies(Inc in 4.1)

Amount
4.1
\$94,300
\$141,500
\$6,100

Source
Foster Youth

Budget Reference
Salaries & Bene (Inc in 4.1)
Services & Travel (Inc in 4.1)
Supplies(Inc in 4.1)

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities Foster Youth

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Inform foster parents about the unique needs of foster youth through the coordination of a monthly foster parent workshop series, coordinating remote access to workshops, developing a foster parent support group as a supplement to foster parent workshops, and through the coordination of a county-wide foster parent outreach plan.

Continue coordinating monthly foster parent workshop series and alternative viewing locations, implement a monthly support group, increase outreach to foster parents and maintain or increase participation in workshop series.

BUDGETED EXPENDITURES

2017-18

Amount	4.1
	\$92,100
	\$138,300
	\$6,000
Source	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)

2018-19

Amount	4.1
	\$94,100
	\$141,200
	\$6,100
Source	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)

2019-20

Amount	4.1
	\$94,300
	\$141,500
	\$6,100
Source	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Foster Youth</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools		
	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: Specific Grade spans: 9-12

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Develop a process for the continuous monitoring of students' attendance; begin monitoring foster youth in 11th and 12th grade; gather baseline data.

2018-19

New Modified Unchanged

Continue monitoring the attendance of students in 11th and 12th grade; extend attendance monitoring to include foster youth in 9th and 10th grade; maintain or increase attendance rate.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

4.1
\$92,100
\$138,300
\$6,000

Source

Foster Youth

Budget Reference

Salaries & Bene (Inc in 4.1)
Services & Travel (Inc in 4.1)
Supplies(Inc in 4.1)

2018-19

Amount

4.1
\$94,100
\$141,200
\$6,100

Source

Foster Youth

Budget Reference

Salaries & Bene (Inc in 4.1)
Services & Travel (Inc in 4.1)
Supplies(Inc in 4.1)

2019-20

Amount

4.1
\$94,300
\$141,500
\$6,100

Source

Foster Youth

Budget Reference

Salaries & Bene (Inc in 4.1)
Services & Travel (Inc in 4.1)
Supplies(Inc in 4.1)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$ 183,907
(Not including Charter
Transfer of Non-Juv
Court Students)

Percentage to Increase or Improve
Services:

3.25 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

As incarcerated youth, one hundred percent of the students served qualify as unduplicated students. Because all students are unduplicated and because the services principally directed to meet the needs are among the most effective strategies for students, actions and services will be provided school-wide for the correctional facilities.

Expenditures of the supplemental and concentration monies will focus on the continued improvement of services to EL students, professional development leading to better student outcomes, improved positive parent communication, providing all unduplicated students better access to counseling services, and increasing already existing foster youth services to those students in juvenile hall and the correctional facility.

The actions and services listed below are increased or improved above the services that would be provided if an unduplicated pupil were enrolled in the program. Specific actions to improve and increase services include:

Goal 1, Action 4: Counseling staff will make sure to maintain a list of EL students that are “long term commits” or academy cadets to ensure that these students are accessing curriculum and acquiring the language, which will facilitate their reclassification.

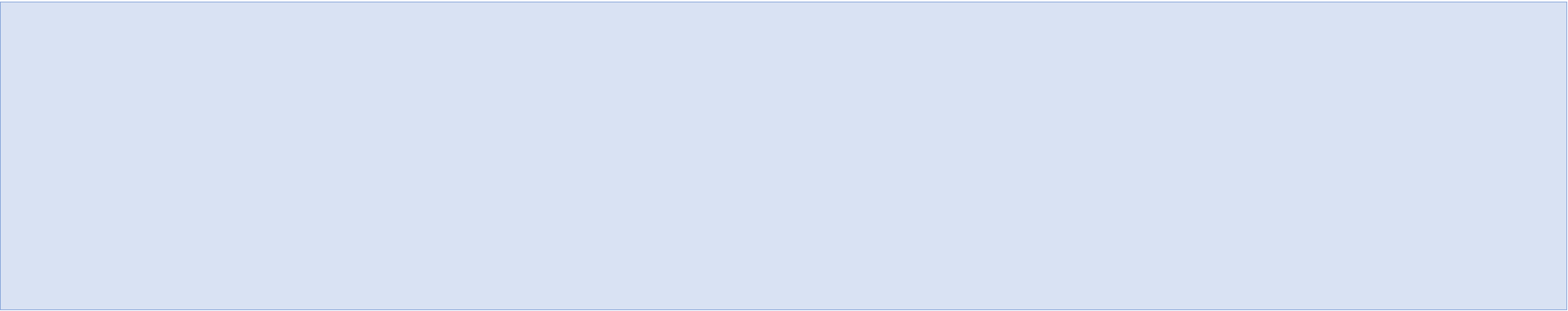
Goal 2, Action 1: A positive working relationship with the Deputy Chief Probation Officer of the Madera County Juvenile facility and the educational administrator will ensure the number of teachers provided to juvenile hall and the cadet academy will create a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code.

Goal 2, Action 2: Teachers will prepare 1 presentation each semester for students to gain a greater sense of connection and responsibility to the community.

Goal 2, Action 3: A CAES counselor will work with a designated list of students through graduation from high school to develop a greater sense of trust of people and resources in the CAES division and community.

Goal 3, Action 1: Staff will create a call log and standard letter for teachers to utilize in order to increase parent communication for cadet academy students. The teachers will make a minimum of two parent contacts per semester for all cadet academy students.

Goal 3, Action 2: Staff will build on the relationships that have been created through their positive contacts to personally invite parents and families to participate in formal committees and informal events.



Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the

LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to

facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline

column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

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

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.**
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to and effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to and effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?