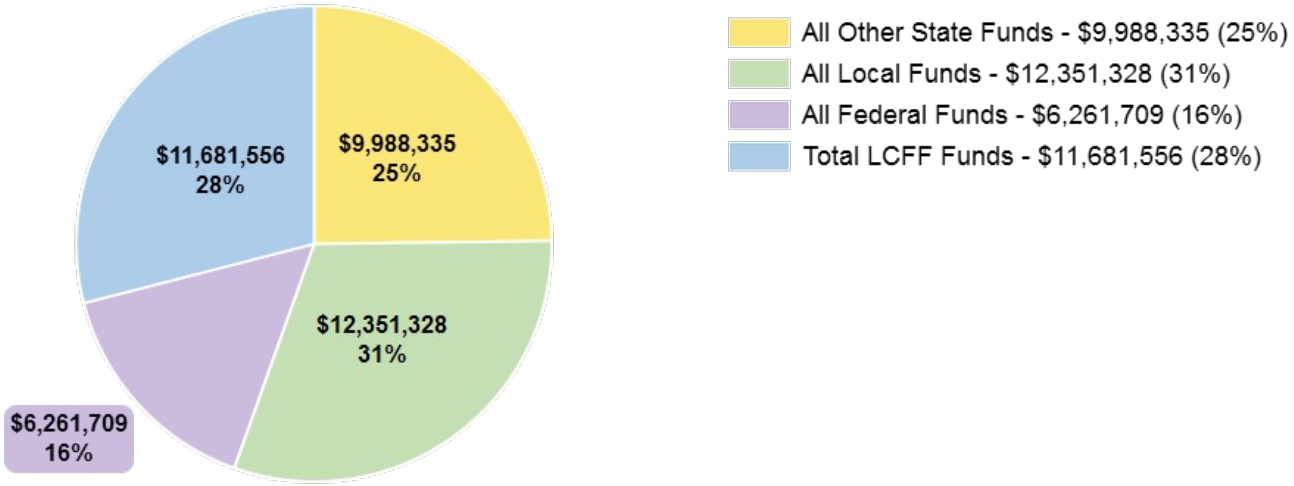
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Madera County Superintendent of Schools
CDS Code: 20102070000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Hugo Sanchez | hsanchez@mcsos.org | 5596626211

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

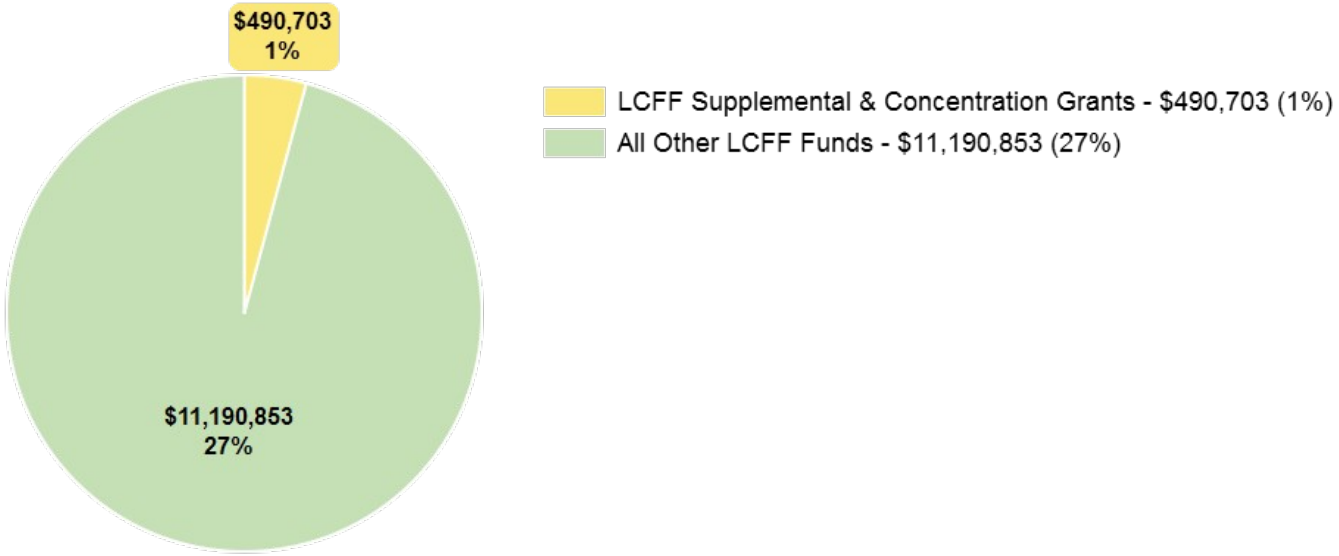
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$9,988,335	25%
All Local Funds	$12,351,328	31%
All Federal Funds	$6,261,709	16%
Total LCFF Funds	$11,681,556	28%

Breakdown of Total LCFF Funds

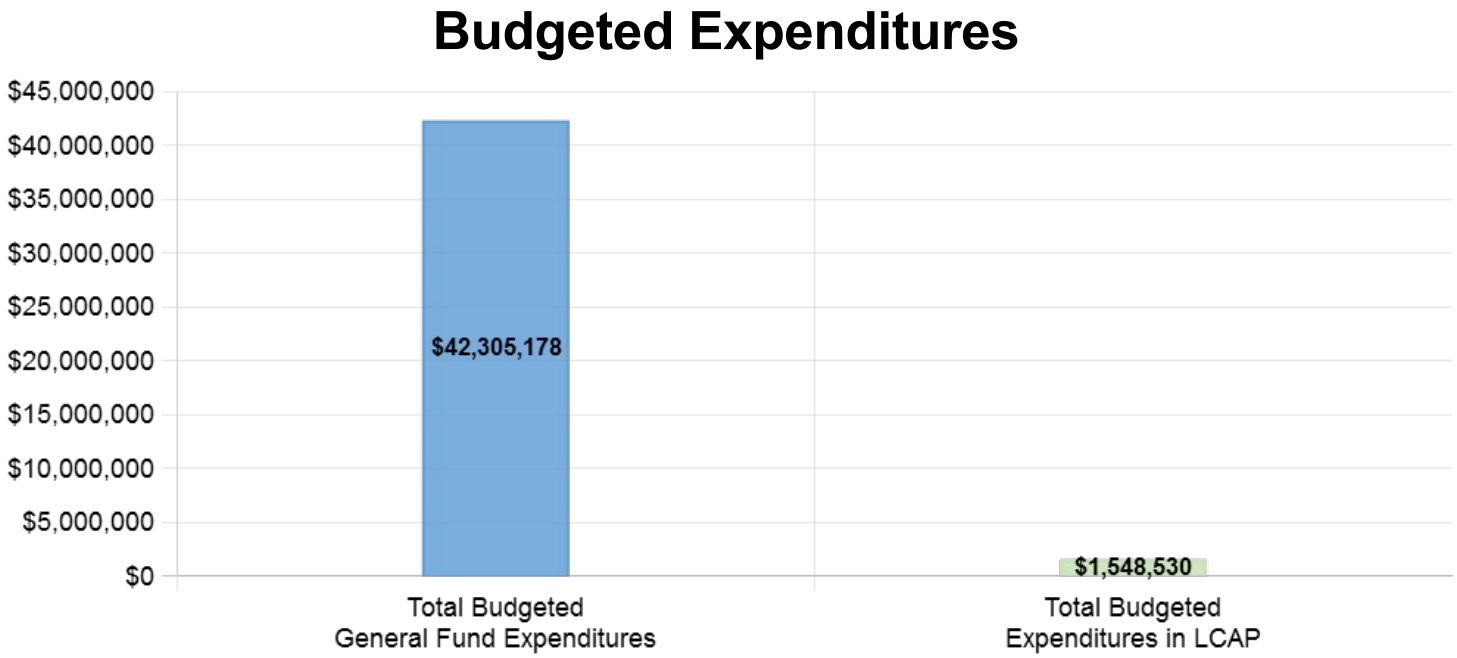


Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$490,703	1%
All Other LCFF Funds	$11,190,853	27%

These charts show the total general purpose revenue Madera County Superintendent of Schools expects to receive in the coming year from all sources.

The total revenue projected for Madera County Superintendent of Schools is $40,282,928, of which $11,681,556 is Local Control Funding Formula (LCFF), $9,988,335 is other state funds, $12,351,328 is local funds, and $6,261,709 is federal funds. Of the $11,681,556 in LCFF Funds, $490,703 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



Source	Funds
Total Budgeted General Fund Expenditures	$42,305,178
Total Budgeted Expenditures in LCAP	$1,548,530

This chart provides a quick summary of how much Madera County Superintendent of Schools plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Madera County Superintendent of Schools plans to spend $42,305,178 for the 2019-20 school year. Of that amount, $1,548,530 is tied to actions/services in the LCAP and $40,756,648 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

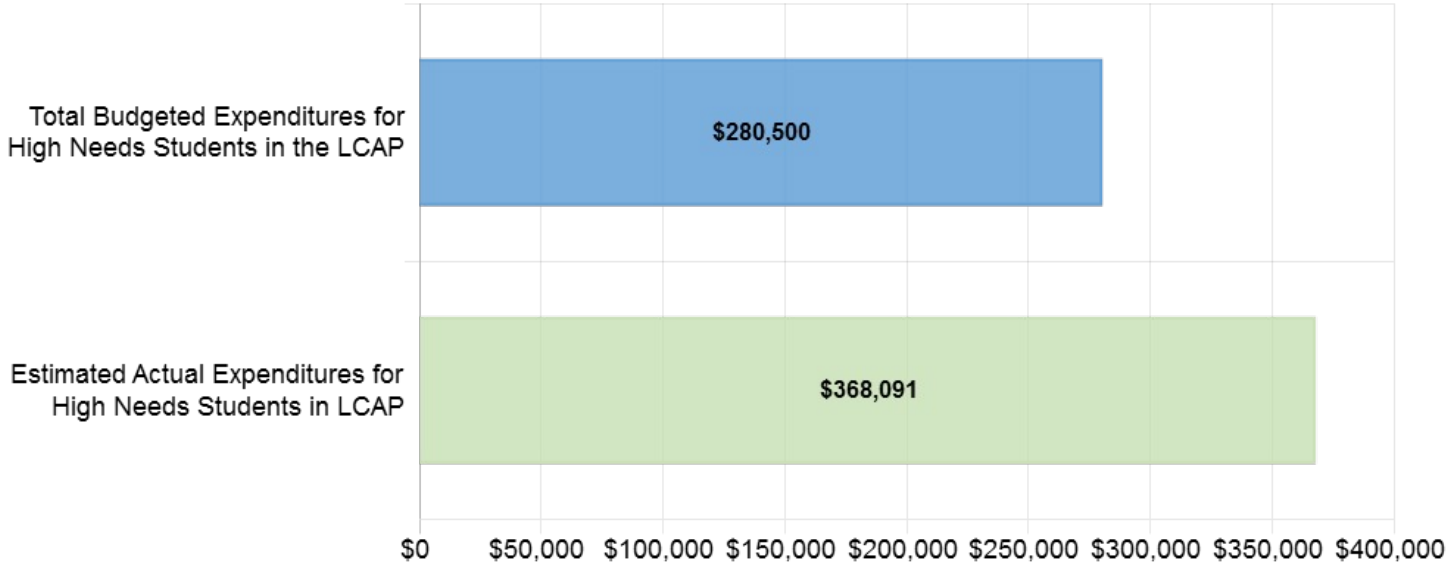
Budgeted expenses of $40,756,648 are not included (Restricted - $3,284,938; Special Education - $23,664,303; $ESSA-COE $92,530; STRS On-Behalf $917,129) due to restricted programs county offices operate on a county-wide or regional basis. General operations of Human Resources, Information Services, Business Services, Operations/Facilities, District Oversight and General Administration total $12,811,982 and are also not included.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Madera County Superintendent of Schools is projecting it will receive $490,703 based on the enrollment of foster youth, English learner, and low-income students. Madera County Superintendent of Schools must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Madera County Superintendent of Schools plans to spend $1,111,738 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$280,500
Estimated Actual Expenditures for High Needs Students in LCAP	$368,091

This chart compares what Madera County Superintendent of Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Madera County Superintendent of Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Madera County Superintendent of Schools's LCAP budgeted $280,500 for planned actions to increase or improve services for high needs students. Madera County Superintendent of Schools estimates that it will actually spend $368,091 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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: 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.

LEA Name	Contact Name and Title	Email and Phone
Madera County Superintendent of Schools	Hugo Sanchez	hsanchez@mcsos.org
	Program Director Career Technical & Alternative Education	5596626211

2017-20 Plan Summary

The Story

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

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

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

The Madera County Superintendent of Schools (MCSOS) serves students in who have been placed in Juvenile Hall (Endeavor) or the Cadet Academy (Voyager) in Madera County.

The goal of MCSOS's Career and Alternative Education Services 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.

It is estimated that approximately 40 students will be enrolled in juvenile hall/correctional academy programs. Enrollment does fluctuate due to the student population served. Demographically, approximately 68% of the students are Hispanic, 8% White, 5% African American, 5% American Indian, and 14% other or declined to state. Twenty-nine percent (27%) 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 24% of the students in the juvenile hall and correctional academy programs have identified special needs. Of these students with identified special needs, the majority 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. Teachers' 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.

As stated above, the student population of the correctional facility is highly transient. Typically, students are enrolled for a few days to 60 days in Juvenile Hall, and from four to six months in the Cadet Academy. As such, many state metrics are not available for alternative schools. Given the short term placement in these programs, the educational goal is to maintain progress on core coursework and address gaps in educational credits in order to achieve a high school diploma, either in the correctional facility program or, once released, in district of residence or county program. Students who would need access to University of California (UC) approved courses or Advanced Placement can be accommodated on an individual basis online. However, as an alternative school, the school does not receive school AP or UC completion rates for purposes of accountability. Additionally, the school does review State testing scores in ELA and Math, with a focus on needs of students who are low income, foster youth, English Learners and special needs students, and receives Dashboard Alternative School Status (DASS) results for academic indicators in English Language Arts and Math, Suspension rates, Graduation rates, EAP, College and Career Indicators, and will soon start receiving DASS reports for English Learner Progress. The schools in Juvenile Hall and the Cadet Academy do not expel students; thus there is no expulsion rate, school attendance is mandatory, so attendance rates are very high and there is not a student drop-out rate during the student’s time in the correctional facility programs. As an alternative school, graduation rates are not calculated on a four-year graduation cohort, however, the programs are accountable for graduation rates on a one-year cohort. In order to have a better measure of the one year cohort, academic counselors have grade-level reclassified students according to credits earned instead of years in school.

Attendance rates are high for the juvenile hall and cadet 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. Working closely with other county agencies such as Madera County Probation Department and Madera County Behavioral Health leads to increased student success.

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

LCAP Highlights

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

The LCAP represents five goals designed to support student success.

The LCAP will continue to focus on providing opportunities for students to achieve at a high level through the implementation of rigorous instruction. 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

Addressing the emotional and behavioral needs of the student population, including low-income, English Learner, Foster Youth and Special Education students, remains a very high priority. 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. The goal is to ensure that students have ample access to teachers and a 12-1 teacher to student ratio is maintained. 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.

Working with the nine (9) districts, MCSOS maintains the countywide collaborative process for developing and revising the plan to address the educational services for expelled youth while offering charter school options for expelled youth.

Review of Performance

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

Greatest Progress

As an Alternative Schools Accountability Model program, the LCFF Evaluation Rubrics (California State Dashboards) are not available to review overall performance indicators for students attending school at juvenile hall and the correctional academy. However, over the past three years the student performance on the CAASPP tests has increased in English Language Arts. In 2016 only 15% of the students at Endeavor/Voyager scored level 2 (standard nearly met), while in 2017, 30.8% and 31.6% last year. Additionally, 5.3% of the eligible students for scores scored level 3 (standard met). 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. Chrome books were added for students to focus on college and career assessments. The school library was added, 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 17-18 school especially in the re-designation of students' language classification, but the lack of an additional assessment to use to meet the English Learner Reclassification criteria has affected students being eligible for reclassification. Transition meetings (from the academy to home or charter school after release) were used in 2018-19 to address the need for improved communications from the prior year. Transition meetings were held and parents were involved with school and facility staff to assist student transitions 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. The triennial plan for providing educational services to expelled pupils was revised this year and approved by the Superintendents of all nine school districts.

Referring to the California School Dashboard, 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

The dashboard for alternative schools was available in December 2018, so not all of the performance indicators are reflected. Student test scores do indicate a need to continue to address development of basic skills. Although only a few of the students tested in the 2016-2017 school year were enrolled during the subsequent 2017-2018 school year, the overall level of student performance was low, particularly in math. To address these needs there will be a focus on professional development (Goal 1: Action 7) and new curriculum (Goal 1: Action 5)

In addition, with permission from the probation department, more project based learning should be implemented, as well as the use of technology for instructional purposes. (Goal 1: Action 5)

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. (Goal 1: Action 4)

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 teachers. (Goal 1: Action 7)

The Madera County Superintendent of Schools qualified for State Differentiated Assistance support based on Red scores on Graduation Rates, and College and Career Indicators for students with disabilities and Red scores for students in Chronic Absenteeism and Suspension Rates. These scores reflect the performance of the students at Gould Educational Center (all special education students), the SELPA program operated by MCSOS for Madera County.

MCSOS elected to work the California Department of Education and met with CDE staff to engage in the Differentiated Assistance process with other County Offices of Education in the region that are part of the Geographical Lead through Tulare County Office of Education. The Gould staff and the MCSOS Differentiated Assistance facilitator conducted a root cause analysis and needs assessment based on the dashboard results and other local data points and has focused on addressing suspension rates for all students and college and career opportunities for students with disabilities (all of the students at Gould

are special needs students). The strategies to address these are located in the Gould School Plan for Student Achievement and reflect the collaboration with MCSOS.

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

Performance Gaps

Although the sample size for the MCSOS programs is small, the data does indicate that there are academic performance gaps between students in the Cadet Academy and students in comprehensive settings and there are gaps with EL students. There will be a continued focus on improving the academic performance of all students in the cadet academy and a specific focus on EL services. Gaps that exist based on students being behind on credits is often due to poor attendance and lack of exposure to educational opportunities because of behaviors that led to their incarceration. Focus will continue to be on credit recovery to help student achieve high school graduation while in the educational program in Juvenile Hall and the Cadet Academy. Formal state assessment data for students with special needs who participate in assessments would indicate low student achievement. Due to the increase of special needs students in the juvenile hall facility focus will be on meeting their individual academic needs of Special Education students.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Gould Educational Center

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Gould Educational Center is a collection of educational settings distributed among several school districts in Madera County, and is a part of the Madera County Superintendent of Schools Local Education Agency. The MCSOS was involved in every step of developing the CSI Plan, and the CSI Plan aligns with those sections of the LCAP that pertain to Gould Educational Center and its students. The school-level needs assessment was facilitated by the MCSOS, and completed by looking at both state and local school data, survey data, and consultations with stakeholders, including the SSC, staff, and parents, and is described in more detail in the Gould Educational Center.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The actions in the Comprehensive Support and Improvement plan will primarily address Graduation Rate. Suspension Rate will also be addressed, as our needs assessment indicates that it has an impact of graduation rates. The number of students on-track to graduate with a diploma or certificate of completion will be monitored quarterly, as will the number of students with one of more suspensions. Additional interventions or adjustments to the planned actions will be made if the data indicate the need to do so. The quarterly data will be shared with the SSC and the LEA.

Annual Update

LCAP Year Reviewed:

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

Goal 1: All students will achieve at high levels to prepare for college and career readiness

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8, 9, 10

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of students will be put on individual graduation progress plan	Individual graduation plans were developed by counselors for all students in 2018-19.
100% of students in the facility for more than 15 days will be given career interest survey	Only students in the Cadet Academy were given the career assessment survey.

Expected	Actual
100% of students in cadet academy will be given career assessment survey	100% percent of students were given the career assessment survey.
All EL students will take the ELPAC and be evaluated on reclassification criteria.	All EL students completed the ELPAC and were evaluated on reclassification criteria.
100% of students access to Standards aligned instructional materials. Students will improve grades and more credits will be earned.	100% of students received standards aligned instructional materials. Students can earn credits year around, as summer session starts immediately after the spring semester, and continues until the start of the fall semester. Additionally, students are given coursework to make up deficient credits or stay on graduation track for their home districts.
100% of students will receive instruction based on State adopted Common Core State Standards	100% of students will receive instruction based on State adopted Common Core State Standards
100% students in Juvenile Hall and Academy have access to a course of study that allows them to earn credits that will transfer to meet diploma track graduation requirements	100% students in Juvenile Hall and Cadet Academy have access to a course of study that allows them to earn credits that will transfer to meet diploma track graduation requirements
Maintain Special Education support of each SPED student	Special education services were provided to 100% of identified special education students per IEP.

Expected	Actual
All students with valid scores will show individual growth on ELA and Math tests.	All eligible students took the CAASPP, but was not a valid measure for individual growth, as it it administered only once in high school. In addition, most of the students are in juvenile hall or the academy for a short time prior to taking the assessment.
There was no EL progress rate in 2017-18 because of the elimination of the CELDT test and, Alternative Schools do not receive ELPI score. In addition the ELPI score was suspended by State until 2020 as a result of new testing criteria	We have established a baseline with the results of English Language Performance Assessments of California (ELPAC) with the results from the 2017-2018 school year, and will receive DASS results after the 2018-2019 ELPAC results have been submitted.
Students who would need access to Advanced placement can be accommodated on an individual basis online, however the school does not receive school AP rates for purposes of accountability	Students did not require AP courses, but would have been accommodated if necessary.
Early Assessment Program results	Alternative schools do not receive EAP scores
As an alternative school, graduation rates are not calculated because there will be no students in a four-year graduation cohort, however, the programs may become accountable for graduation rates if the new DASS school one-year cohort is adopted.	Academic counselors grade-level reclassified students based on credits earned as opposed to years in high school. Next school year will give a better representation of graduation rates for a one year cohort.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Career Alternative Education Services (CAES) Counseling department will develop an individual plan for students in 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 the cadet academy.	The designated CAES counselor met each Wednesday with all students in the Cadet Academy to track graduation credit progress and discuss career options. All students were placed on individual plans. Meetings have been established within 30 days prior to release to have a transition plan in place to facilitate effective transition back to school of residence. This plan involves probation, behavioral health services and other appropriate agencies as needed to ensure the best opportunity for support and success	1.1 $17,900	1.1 $17,900

Action 2

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

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.	Counseling department and administration created the survey but full implementation has been limited due to technical issues with making the survey available as a digital format.	1.2 $3,700	1.2 $3,700

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
.The Career Alternative Education Services counseling staff will implement career assessment with all students in the correctional academy within the first month of them being in the cadet academy.	The career assessment of the California Career Zone was given to all students in cadet academy per the planned action.	1.3 $3,000 Inc in 1.1 $ 700 $1,000	1.3 $3,000 Inc in 1.1 $ 700 $1,000

Action 4

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

Improve the implementation of ELA standards, best instruction, and monitoring of EI progress for all English Learners. Counseling staff and teacher on assignment will maintain list of EL students that are long term commits in juvenile hall or academy cadets to ensure that these students are accessing curriculum, receiving additional support and acquiring the language, which will facilitate their reclassification.	The counselors and the designated Program Director identified all students who qualify for EL support. The teachers in the school were trained and given support to ensure all identified students received appropriate instruction	1.4 $3,200 Title I $3,300 S&C $700 S&C	1.4 $3,200 Title I $3,610 S&C $700 S&C

Action 5

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

Given the need for strong engagement for students in the correctional facilities, new California standards aligned curriculum will be purchased and used in Juvenile Hall and the Cadet Academy to enhance the academic program and provide students with improved learning experience that has current information and practices. Curriculum in juvenile hall and the Cadet Academy will include online options and use of technology and aligned with materials for students with special needs.	Staff meetings for the juvenile hall and cadet Academy were held as quarterly meetings. At these meeting the staff met to discuss curriculum and its effectiveness. Assistance was also provided by a Program Director to best implement the curriculum in the classroom. In addition, teachers, administrator, program director, and academic counselors worked together to update the schoolwide action plan as part of a WASC process.	1.5 $4,100 $5,200	1.5 $4,200 $1,100

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Unchanged - Budget Updated	N/A	1.6 $248,300 Base $165,900 Title I	1.6 $277,100 Base $133,500 Title I

Action 7

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

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.	The focus for professional development was on English Language Arts and Math. Teachers received two full day of training from the ELA/ ELD Director from MCSOS focusing on writing and reading strategies. Other professional development was on EL strategies, problem-based learning, Google Classroom, and other professional development accessed through other educational entities.	1.7 $5,200 $2,100 $63,600 $10,000	1.7 $1100 $400 $29,100 $10,600

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

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.

Students received focused instruction from highly qualified teachers as part of their education in juvenile hall and the cadet academy. While incarcerated, the educational emphasis continued to be progress toward graduation by focusing on credit recovery and strong core instruction. Students who were determined to be eligible for reclassification as English Learners were identified and will continue to be monitored for the possibility of reclassification. Students with mild/moderate disabilities were provided support by core teachers and special education staff.

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

There are limits to educational program for students in juvenile hall and the cadet academy, including limited access to the internet and other educational resources. limited activities available to students in public venues outside of school, and no time for teachers to work with students outside of class time. Also, due to the short term placement, not all educational programs are available to students, including, Advanced Placement, and complete access to full a-g requirements. However, students received core instruction and focused counseling support for credit recovery, career interest information and transitional support for students leaving the facility to return to their school of residence, a county program or charter school. Students do have access to library of resources and have a extended school year that operates all year long. Teachers were given the opportunity for professional development. Staffing was provided to maintain a low teacher to student ratio that met the targeted outcome. Student ELA scores (the sample size for this program will always be small) did show growth in English Language Arts over the past three years. The percent of students who scored at level 3 (met standards) increased from 5% in 2016, to 7.7% in 2017, to 5% in 2018. The percent of students who scored at level 2 (standards nearly met) increased from 15% in 2016, to 30.8% in 2017, to 31.6% in 2018. While these scores are not indicative of a cohort growth they do indicate that the academic program is providing strong ELA and Math instruction to students with a history of academic struggles. 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 are often released before services could be provided. All students were placed on individual graduation plans by a designated CAES counselor.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of Professional Development Services Provided were lower than expected due to College Readiness Funds used in a different manner.

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.

N/A

Goal 2

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 Priorities: 1, 5, 6, 7, 8, 9, 10

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Maintain a 12-1 student to teacher ratio	12-1 student to teacher ratio was maintained.
Establish two presentations to be presented one each semester to help students be more connected to their community.	Two presentations to students on topics that were relevant to community involvement were given.
Maintain 100% attendance	Students maintained 100% attendance.
Chronic absenteeism to stay at 0%.	No students were chronically absent.

Expected	Actual
Maintain dropout rates at 0%.	No students were considered dropouts.
As an alternative school, graduation rates are not calculated because there will be no students in a four-year graduation cohort, however, the programs may become accountable for graduation rates if the new DASS school one-year cohort is adopted.	Academic counselors grade level reclassified students based on credits, as opposed to years in high school. In 2019-20, the DASS will more accurately reflect the one-year cohort.
Maintain suspension rates at 0%.	A total of 4 students were suspended.
Maintain 0% expulsion rate.	No students were expelled.
A school climate survey was developed and administered in 2017-18. Baseline rates were established. A 95% positive response rate was recorded for question if students felt "safe or not unsafe" at school. An 89% % positive response was recorded for question if students felt there was a "supportive learning environment," and "adults that encouraged success." Outcome for 2018-19 Maintain 95% on "safe or not unsafe" Score 90% on "supportive learning environment"	95% of students surveyed in school climate survey indicated they felt safe or did not feel unsafe in the school environment.

Expected	Actual
Maintain facility status "good repair"	Facility received good repair status per evaluation by MCSOS on FIT report.
Designate a CAES Counselor to work specifically with the students in the cadet academy.	A counselor is assigned to students in the cadet 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

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

The educational services provided by Madera County Superintendent of Schools will maintain a positive collaboration with the Deputy Chief Probation Officer of the Madera County Juvenile facility. The educational administrator will ensure the number of teachers provided to juvenile hall and the cadet academy will create a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code. The lower class size will provide opportunities for more personalized instruction and assistance for unduplicated pupils, and increase student ability to access curriculum and earn additional credits toward graduation.	The CAES administrative staff and teaching staff did maintain a positive working relationship with Probation and a collaborative effort to provided educational service to students. Together the Juvenile Facility Education Program Review and Evaluation was completed in compliance with Title 15 regulations and submitted to the MCSOS Board of Education. A low teacher to student ration was maintained at 12-1. Probation and CAES collaborated to provide a safe environment and transitional planning for students leaving to return to district or charter.	2.1 $248,300 $12,700	2.1 $263,700 $13,500

Action 2

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

Many students in the correctional facility have low academic performance, are behind on credits toward graduation, and are not aware of post-secondary options and services. Teachers will prepare one presentation each semester that features community resources, or on a topic that provides future options for students after their time in the correctional facility. These presentations will be principally directed to unduplicated pupils to help them gain a greater sense of connection and responsibility to the community and commitment to their own learning goals.	The teachers prepared presentations for students that were targeted to develop responsibility and connections to community. Often the presentations involved guest speakers from the community to expose students to new perspectives and voices and career opportunities.	2.2 $9100 $5000 $5000	2.2 $9700 $1100 $2700

Action 3

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

Many students in the correctional facility have low academic performance and have not developed positive school or community contacts in the comprehensive school settings. To address this CAES counselors will work individually and in a group with students from the time of student enrollment through the student's graduation from high school. This is designed to develop a greater sense of trust of people, and resources in the CAES division and community, and to increase student engagement and commitment to their learning goals and post-secondary options.	A number of services and opportunities were provided to build trust and connections. The CAES counselor met weekly to maintain a consistent presence with students. Students were able to participate in two athletic leagues, take field trips (such as to the Young Writers Conference), participate in MLK speech contest, Poetry Out Loud competition, Arts Fest, and other activities. The Color Guard students served at school and local community events such as graduation, and the Madera prayer breakfast.	2.3 24,200	2.3 24,200

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

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.

The educational program in the juvenile hall and cadet academy was held in a safe environment. Much of the environment is controlled by policies of the Madera County Probation Department, but the collaboration of the Probation staff and administration with the school staff is strong. The teacher to student ratio was maintained at the 12-1 ratio and individual instruction was provided in cases where students were required to be out of the classroom. A specific counselor was assigned to students at juvenile hall and the cadet academy. There are four teachers that serve students in the program. One teacher is assigned in each of the four core areas of ELA, Math, History Social
Science,and Science. Special Education services are provided to all students with In Individual Education Plan.

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

Teachers and counselors provided support for students to create safe and caring classroom environment and delivered presentations to classes the highlighted on community resources. The number of opportunities for cadets to participate in extracurricular activities was increased this year as noted in Goal 2: Action 3, which gave the students in the cadet academy opportunities to expand their learning environment. Attendance is mandatory for students in the juvenile hall and cadet academy, so the school had high attendance rates, no chronic absenteeism, and there were no student drop outs. Students who may not be allowed to attend classroom instruction are provided education through alternative means and the school staff were able to accommodate those needs

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teacher Salaries increased due to a mid-year salary schedule change. Supplies and Services budgeted for Teacher presentations was greater than actual budget used for the activities due to Presenters donating time.

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.

No Changes

Goal 3

Goal 3: Increase parent involvement by developing meaningful partnerships and participation

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 9, 10

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Facility teachers will utilize the call log and/or standard letter to increase parent communication for cadet academy students. This communication will occur a minimum of two times per semester.	Although parent contact was made, it was not documented regularly or consistently. Parents were contacted to inform of participation in community events, or poetry/speech events.
MCSOS was unable to get parent participation on formal committees for input in 2017-18. Parent participation will increase in 2018-19 to include at least two parents on site council. Parent attendance at workshops will total five parents	Parent participation is open and encourages of all parents, however, the transiency of the student population affects consistent parent participation. From the time parents commit to participating to the time the meetings take place, their child may have been released, and the commitment to participate is not fulfilled. MCSOS will continue to reach out through mailers, phone calls, and emails to increase parent participation.

Expected	Actual
All parents of students who are transitioning from the cadet academy will participate in a transitional meeting that involves Probation and appropriate agencies.	Parents were included in transitional plans and conversations with academic counselors to discuss graduation options, transition to home district, and eligibility for various assembly bills regarding credit requirements for a high school diploma.

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

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

Many students in the correctional facility and parents of students in the facility will benefit from a stronger family support system for the student's educational achievement. The staff at Juvenile Hall and the Cadet Academy will provide effective communication with parents of regular and special education students in the home language. Staff will make a minimum of two parent contacts per semester for all cadet academy students to provide appropriate information and resources. Bilingual services will be available to parents in all communications and at meetings, including all IEPs.	Although parent contacts were made, they were not documented regularly. There is still a need to increase parent contact by all teachers, with documentation. An instructional assistant facilitates phone calls to Spanish-speaking parents, and all academic counselors are also bilingual.	3.1 $6900 $100	3.1 $0 $100

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The unduplicated student population has some of the lowest rates of parent involvement. To address this need the staff will build on the relationships that	Parent involvement from the unduplicated student population continued to be a challenge, but MCSOS teachers and staff continued to build on the	3.2 $10,100 $ 6,900 $1000	3.2 $6,300 $ 0 $500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
have been created through positive contacts to personally invite parents and families to participate in formal committees, workshops and informal events. MCSOS will provide opportunities for parent input through surveys and participation in advisory committees, including Site Council, ELAC and other opportunities for feedback. This will increase parent involvement for unduplicated student population. Staff will also invite parents of special education students to attend events and committees to help them support their child's education	relationships created through positive contacts to personally invite parents and families to participate in formal committees, workshops and informal events. MCSOS will provided opportunities for parent input through surveys and participation in advisory committees, including Site Council, stakeholder input meetings, transitional meetings, and other opportunities for feedback. There was an increase parent involvement for unduplicated student population in LCAP stakeholder meetings, but will continue to create opportunities for greater involvement. Staff also included parents of special education students in events, meetings, and committees to help them support their child's education.		

Action 3

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

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.	Parents were included in transitional meetings and meetings to consider eligibility for various assembly bills concerning graduation requirements with modified credits.	3.3 $3700	3.3 $3700

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

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.

Parental programs were instituted by the CAES staff to encourage parental support and involvement. These programs included calls to home, workshops, and transitional meetings.

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

Overall, the effectiveness of parental programs is limited in many ways by Probation Department policies that restrict parent access to students while they are incarcerated. The limited time that students attend juvenile hall or the cadet academy also limits the amount of parental awareness and participation in committees.

The CAES staff had the greatest success in establishing transitional meetings including the parent in the process of providing resources for student success. Parents who attended meetings were able to meet with the agency representatives, probation staff, and school staff as the student was preparing to return to school of residence or county program.

On limited occasions the Probation Department did allow parental access to students for designated activities outside of the facility.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Parent Liaison was not hired during the year. Counselors picked up duties instead of Liaison and are already included in other categories so a lower total cost was incurred.

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.

CAES academic counselors will increase parent educational workshops (wellness, academic, social and emotional needs of students, mind and body). In addition, review for qualifications for various assembly bills includes parent input. Goal 3: Action 2.

Goal 4

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 Priorities: 6, 9, 10

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Provide 22 foster youth meetings, college visits, and special events.	This year, bimonthly cohort meetings were not held. Rather, the MCSOS FYSCP provided support for school districts to provide this service at the school site level. 3 college visits were conducted to CSU Monterey Bay, Cal Poly, and Gavilan College. Additionally, an inaugural county-wide college and career fair was developed and implemented. Students participated in workshops and learned about careers in visual and performing arts, information systems, and criminology. Additionally, students had the opportunity to interact with representatives from various local colleges and universities, businesses, and law enforcement agencies. During the event, students listened to current and former foster youth answer questions related to topics including college experience, financial aid, and systems of support. 3 Independent Living Program cooking and nutrition classes were also held. Foster youth in grades 4 - 12 participated in hands-on lessons designed to inform them of the nutritional value of different fruits and vegetables, teach them how to read a recipe and learn hands-on cooking skills, and how to shop healthy while maintaining a budget. Finally, students had the opportunity to participate in a 7-week summer program focused on work ethic and etiquette, resume writing, soft skill development, etc... Students who completed the program received a certificate. The culmination of these workshops was hands-on work experience where students could practice what they learned during the program workshops.
Outcome Discontinued. Survey will continue to be given as described in Action 1	Outcome discontinued.

Expected	Actual
Outcome Discontinued. Use of Resource Guide will be included in Action 1	Outcome discontinued.
Due to shifts in foster youth population on an annual basis and the goal for all students to receive counseling, baseline established that 100% of CAES foster youth will receive individualized counseling services.	All foster youth received individual counseling services at the time of enrollment. Students and guardians received information regarding the student's academic status in relation to his/her credits and courses completed. The academic transcript was reviewed and explained ensuring that youth are familiar with how to read it as well as ensuring that potential missing credits were requested. Additionally, students in 11th and 12th grade who had a change in school placement were screened for AB167. Students who met the criteria received additional counseling services in order to transfer them to the modified graduation track. Meetings were held with eligible students and their educational rights holder to review the requirements under AB167 and to ensure their understanding of alternative options, including remaining a 5th year to finish course requirements. Students were also informed about post-secondary opportunities. Also, the CAES counseling department conducted grade level meetings during the school year for all students where graduation requirement information and post-secondary information was discussed. Furthermore, seniors are regularly monitored by the senior counselor to ensure that progress is being made.

Expected	Actual
Due to shifts in foster youth population annually and the goal for all students to receive counseling, baseline established that 100% of interested CAES foster youth seniors will complete the FAFSA application process.	There was only 1 CAES foster youth senior who was not on track to graduate and, thus, did not submit the FAFSA. County-wide, there were 13 foster youth seniors, all of who submitted the FAFSA application. In order to more accurately track the number of seniors in the future who complete the FAFSA process, MCSOS is working to gain access to WebAdvisor which will enable the FYSC Program to track FAFSA completion for foster youth county-wide. Additionally, district foster youth liaisons report FAFSA completions to the county coordinator as these are completed.
Baseline established in 2017-18 at 100% 100% of interested CAES seniors will complete the FAFSA application process.	There was only one CAES foster youth senior enrolled during the 2018-19 school year. He is not currently on track to graduate, thus, did not submit the FAFSA.

Expected	Actual
Baseline established in 2017-18 50% of eligible foster youth will remain in their school of origin if its in their best interest.	Madera County does not currently have a system in place to accurately track school stability and, thus, the number of students remaining in their school of origin when a change in placement occurs. However, a draft collaborative interagency agreement has been developed outlining the role and responsibility of various agencies in ensuring that foster youth remain in their school of origin, if it is in their best interest to do so. A "best interest determination" check-list was also implemented by school district liaisons and social services workers this year. This form is used when making best interest determinations for foster youth. It ensures that "best interest" decisions are made consistently across the county. Also, a draft CAES foster youth services board policy will be finalized during the upcoming year. It describes policies and procedures to be used to ensure school stability, immediate enrollment and transfer of credits for CAES students. Additionally, currently, district liaisons and social services staff are obtaining access to the Foster Focus Database system which can be used to track school stability information. Trainings will be provided to all users to ensure that this information is uploaded and accurately tracked. It is anticipated that we will begin tracking school stability/school of origin through the use of Foster Focus beginning Fall 2019.

Expected	Actual
Records will be transferred between 2 - 3 business days.	As stated above, currently, district liaisons and social services staff are obtaining access to the Foster Focus Database which can be used to accurately track the average number of days it takes for records to be transferred. Training will be provided to all users to ensure that this information is uploaded and the data processed. With increasingly open levels of communication among local school districts, the county office of education, and the Department of Social Services, ensuring that foster youth records are transferred within a timely manner has not been a barrier this year as evidenced by very low numbers of phone calls from foster parents, social workers, school districts, and/or other foster youth advocates reporting difficulties obtaining records.
Due to shifts in foster youth population annually the baseline of 15% was established in 2017-18 15% of county foster parents will attend foster parent workshops in 2018-19.	Under 5% of county foster parents attended foster parent workshops in 2018-2019. Strategies to increase foster parent attendance included: Partnering with Madera Unified School District to provide child care for foster parents with non- school aged children, collaborating with the Department of Social Services to provide parents the opportunity to earn on-going training credits required by the department as part of licensing requirements, sending invitations to workshops via mail, and sending 2 - 3 Blackboard Connect messages and reminders prior to the workshops. Additionally, arrangements have been made to stream workshops for those parents who are unable to drive from outside of the City of Madera.

Expected	Actual
Due to shifts in foster youth population annually the baseline of 100% was established in 2017-18 100% of CAES foster youth will be monitored for attendance in 2018-19.	All Career and Alternative Education Services students are monitored for attendance. Teachers monitor daily attendance and inform school site administrators and the school counselor when a student has surpassed the number of allowable absences. Meetings with the administrator, parent/guardian, the student and the counselor are scheduled to discuss attendance barriers and possible strategies to address these.
CAES foster youth attendance rate will be 50%.	The average Career and Alternative Education Services Division foster youth attendance rate was 88%.

Expected	Actual
Provide three AB490/AB167 policy trainings.	During the 2018-2019 year, the MCSOS Foster Youth Services Program (FYS) provided 5 AB490 and 4 AB167 trainings. In addition, MCSOS FYS sponsored local partners to attend the annual California Foster Youth Education Summit where additional information regarding AB490 and AB167 were received. The following groups participated in these trainings: * Local school districts including Madera Unified, Yosemite Unified, Chawanakee Unified, Chowchilla Union High School, Chowchilla Elementary Unified, Golden Valley Unified, and Bass Lake Unified. * Department of Social Services social workers and social work supervisors * Court Appointed Special Advocates supervisors * Independent Living Program Providers - Skills 4 Success * Madera County Probation Department * Madera Community College Center NextUP Program * MCSOS Career & Alternative Education Services staff including: principal, Director, counselors, student liaison, counseling specialist, Program Director, and support staff

Expected	Actual
Facilitate 11 Executive Advisory Council stakeholder meetings.	10 Foster Youth Executive Advisory Council stakeholder meetings were facilitated by MCSOS FYS staff between July, 2018 and April, 2019. A meeting is scheduled to take place May, 2019. Participants include the following agencies: Local school districts, Madera County Department of Social Services, Madera County Probation, Court Appointed Special Advocates (CASA), Madera Community College Center, Independent Living Program, and county office of education staff.
Based upon the shift in population annually, the baseline of 100% was established in 2017-18 100% or students will have records transferred from school of enrollment to new school of enrollment in 2018-19	Upon enrollment, records for all students are requested from the last school/district attended.
Implement the Expelled Youth Plan that was adopted in 2018 and report on actions annually to district superintendents.	Actions reported to district superintendents.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Inform foster youth about post-	*Supported local school districts	4.1	4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
secondary options by maintaining quarterly cohort meetings, conducting post secondary knowledge survey, providing opportunities to learn about various careers, supporting district level youth meetings, providing opportunities for campus/vocational program visits, continuing to provide individual counseling services to juvenile detention and independent study and charter school foster youth, and ensuring every middle and high school foster youth receives a Madera County Resource Guide.	with the development and implementation of monthly foster youth meetings for foster youth in grades 9 – 12. Meetings included activities to help foster youth become familiar with different post-secondary options including the four systems of higher education, military, career, and vocational/technical training opportunities. * Conducted 3 field trips for foster youth in grade 6 – 12 including visits to: CSU Monterey Bay, Cal Poly, and Gavilan College. *Conducted 3 Cooking and Nutrition classes (independent living skills) for foster youth in 4th through 12thgrade. Students learned about the nutritional value of various fruits and vegetables, learned basic cooking recipes and techniques through hands-on lessons, and learned how to shop for healthy meals while maintaining a budget.	$90,700 $100,000 $8,400	$115,000 $45,700 $8,400

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	* Individual counseling sessions were held for all CAES foster youth upon enrollment. Student's credit evaluations and academic transcript were reviewed and discussed; students in 11th or 12th grade were screened for AB167 eligibility. Students were also informed of post-secondary opportunities. * Partnered with Madera Unified School District to hire a consultant to case manage high school foster youth, especially 11th and 12th graders. The consultant assisted in screening students for AB167 and provided additional information about post-secondary options, graduation option, college entrance requirements, etc... * Collaborated with local stakeholders including local LEAs, Department of Social Services, Probation, Madera Center Community College, and Skills 4 Success to develop a county-wide post-secondary		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	planner and guide. Although originally anticipated that copies would be disseminated during the 2018-19 year, copies will be distributed in the Fall of 2019. * Developed and implemented a county-wide College and Career fair where middle and high school students learned about careers in visual and performing arts, information technology, and criminology. Students also had the opportunity to visit with representatives from various colleges/universities, local businesses, and law enforcement agencies.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	*Collaborated with Madera Center to host “Registration To Go”, matriculation process workshops, for all seniors in the CAES program. Workshops included a college presentation,	4.1 $90,700 $100,000 $8,400	4.3 $115,000 $45,700 $8,400

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
dates and following up with individual students to ensure positive transition to the community college; 100% of interested CAES foster youth will complete the matriculation process.	online application workshop, Web Advisor / Email workshop, online orientation, financial aid presentation and application submittal workshop in addition to the coordination of placement testing and an advisory day with a college counselor at the college site. There was only one foster youth senior who was not eligible to graduate this year and, thus, did not complete the matriculation process. * Collaborated with the Madera Community College Center Next UP Program coordinator who worked with district foster youth liaisons to meet with youth at the school site to ensure the matriculation process was completed as well as to establish a connection to a community college foster youth counselor. This partnership will ensure that students are able to make a connection with someone at the college level prior is made prior to beginning		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	coursework in the fall.		

Action 3

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

Continue assisting high school seniors in completing the FAFSA by the March 2 deadline by continuing to conduct two student workshops and following up with individual students to ensure the process is complete; 100% of seniors will complete the FAFSA application process.	Collaborated with local LEAs and the Madera Center to ensure that seniors completed the FAFSA. The Madera Center NextUP program coordinator collaborated with district liaisons to meet with and ensure that foster youth completed this process. 80% foster youth in 12th grade have submitted the FAFSA county-wide. MCSOS is in the process of gaining access to WebAdvisor which will enable the FYSC Program to track FAFSA completion for foster youth county-wide. In addition, district foster youth liaisons report FAFSA completions to the county coordinator as these are completed.	4.1 $90,700	4.2 $115,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to ensure school stability, immediate enrollment	* Developed a draft foster youth services board policy describing	4.4 $90,700	4.2 $115,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and transfer of credits received for newly enrolled foster youth by ensuring MCSOS staff is familiar with FYS board policy, ensuring that elements of the county-wide interagency agreement for foster youth support services are upheld, providing three AB490/AB167 and credit policy training opportunities for stakeholders, continuing to provide self-advocacy skills training to foster youth, ensuring foster youth “best interest” determination for school of origin decisions are considered, and continuing to host the Madera County Foster Youth Executive Advisory Council monthly meeting.	policies and procedures to be used to ensure school stability, immediate enrollment and transfer of credits for new independent study and alternative education students. Draft will be finalized and submitted for board approval for the start of the 2019-2020 school year. * Through coordination with local partners, including Probation, Department of Social Services, and Madera Unified School District and with feedback from other partners including LEAs, CASA, and Skills 4 Success, coordinated the development of a county-wide interagency agreement outlining procedures to be used for the delivery of academic support services for foster youth in Madera County as well as describing the processes/policy for transportation for the maintenance of school stability.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Draft will be sent out for approval by stakeholders and planned for implementation during the 2019-20 year. * Continued to facilitate monthly Foster Youth Executive Advisory Council meetings for local LEAs and stakeholders. Legislative updates, best practices, general information about foster youth, and opportunity for collaboration among DSS, Probation and stakeholders to minimize school changes and ensure school stability were provided. * Provided 5 AB490 and 4 AB167 trainings. * Developed and implemented a "best interest" determination checklist for district liaisons and social services staff to use in the determination of a potential school change. Having a uniform checklist ensures that decisions are consistent across the		

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

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue providing educational counseling and monitoring for the educational success of CAES foster youth by continuing the development of post-high school plans for every foster youth, conducting post post-secondary plan annual updates, continuing the academic evaluation of foster youth upon enrollment and annual academic evaluation review for current students, continuing AB167 screenings, extending biweekly progress check and post-secondary school options information to include 9th and10th grade foster youth.	A draft MCSOS FYSCP Board Policy, including procedures for foster youth enrollment, has been completed and will be forwarded for approval for implementation during the 2019-20 year. Newly enrolled foster youth receive academic counseling and (if in 11th or 12th grade) AB167 screening, including post- secondary option information. This year, the CAES counseling department conducted an academic evaluation for all students to determine progress made and to identify potential missing credits and other information. Additionally, through a partnership with Madera Unified School District, a consultant was hired to case manage 11th and	4.1 $90,700	4.5 $115,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	12th grade foster youth and to ensure screening for students take place within 30 days of enrollment. Also, a laptop program was implemented this year for additional academic support. Three districts have been provided laptops for students to use on site for credit recovery, college applications, FAFSA application, or to do homework. For students at Voyager, After Care Team Meetings have been implemented for students pending release from the juvenile detention facility. During this time, a post- secondary plan is completed, including plans for school of attendance upon release, career interests, and post-secondary plans. Additionally, students and parents are informed about including behavioral health and drug and alcohol services.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue facilitating the monthly Madera County Foster Youth Executive Advisory Council, which includes LEAs, Department of Social Services, Probation and other community stakeholders; and implement capacity building training opportunities based on feedback from stakeholders.Coordinate services with county child welfare and Probation by providing education-related information to the county child welfare agency to assist in the delivery of services to foster youth, and responding to requests from the juvenile court for information and working with the court to ensure the delivery and coordination of necessary educational services.	Continued facilitating a monthly Foster Youth Executive Advisory Council meetings to ensure the county-wide coordination of educational services for foster youth including college visits, school level foster youth meetings and other activities, cooking and nutrition classes, and other special events including the Fresno County STEM Conference for Girls, National Manufacturing Day, Access to Higher Education, and the Reedley College STEM Conference. In addition, a county-wide college and career fair was developed and implemented through the Executive Advisory Council. An AB490 training was conducted for Department of Social Services social workers and supervisors, providing them with necessary information to build their capacity to assist in the delivery of educational services	4.1 $90,700	4.6 $115,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	to foster youth, including AB490 legislative requirements, school enrollment processes and procedures, school of origin and transportation information, preschool opportunities, and AB167 information. Also, feedback from the Executive Advisory Council was obtained for the planning and development of capacity building training opportunities. The following training opportunities were provided to stakeholders based on their feedback during advisory council meetings: * Trauma and Triggers training * Participation in the annual Foster Youth Education Summit * Participation in the Central California Truancy Summit * Participation in the annual National Association for the Education of Homeless Children and Youth Conference		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue coordinating monthly foster parent workshop series and alternative viewing locations; increase outreach to foster parents and obtain 15% of county foster parent participation in workshop series.	Planned and implemented the monthly Foster Parent Connection workshop series. Topics included: * AB490 Overview The Role of a Foster Parent in a Foster Child's Education * How to Support Your Child's Emotional Health * Gang Awareness: Signs to Look for To Keep Your Child Safe o Navigating the World of Special Education * Responding to Trauma: Nurturing our Children * Ensuring Healthy Relationships and Reproductive Health for Your child * The Importance of Nutrition and Food Handling Safety * Coordinated remote access to workshops via Blackboard Connect. * Partnered with the Independent Living Program and the DSS Foster Parent Training Unit to disseminate workshop	4.1 $90,700 $100,000 $8,400	4.7 $115,000 $45,700 $8,400

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	information and to encourage foster parents to attend. Collaborated with DSS to ensure that foster parents who attend receive on-going training credit hours required to remain licensed as an incentive. In addition, fliers were mailed to all foster parents and multiple Blackboard Connect phone messages and reminders were sent. * Coordinated with the Information Technology Department to identify remote access to foster parent workshop via Blackboard Connect.		

Action 8

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

Continue monitoring the attendance of students in 11th and 12th grade; extend attendance monitoring to include foster youth in 9th and 10th grade; attendance rate will be 50%.	Monitored the attendance of seniors on a quarterly basis and as needed through Power School, the student information system, as well as through collaboration with teachers and administration.	4.1 $90,700	4.8 $115,000

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

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, many of the actions/services were implemented. The collaborative effort in Madera County remains strong. The goal of ensuring stability, immediate enrollment and transfer of credits continued to be a priority this year. On-going monthly Foster Youth Executive Advisory Council meetings resulted in an updated county-wide interagency information sharing agreement. While it was not fully finalized and implemented this year, it is an anticipated to be approved and implemented during the 2019-2020 year. The agreement specifies agency roles and responsibilities related to the delivery of educational support services for foster youth and processes to be used. A draft CAES foster youth board policy was also developed which includes policies to ensure the immediate enrollment, transfer of records, and school stability of foster youth. It is anticipated that it will be approved and implemented in the fall. Additionally, members of the Foster Youth Executive Advisory council developed a tool identifying the criteria to be used when determining "best interest" regarding school of origin and developed a county wide transportation procedure to ensure school of origin, including fiscal responsibility which was implemented this year. The Executive Advisory Council also developed a Resource Planner and Guide for all middle and high school foster youth. Content includes post-secondary preparation, financial aid, and legislative rights information for foster youth. Additionally, monthly rather than quarterly district liaison meetings were held which allowed for increased collaboration between Madera County Superintendent of Schools Foster Youth Services and local LEAs in developing and implementing post high school preparatory services and support. These included various field trips to colleges and universities and special events such as STEM conferences and College Nights. This year, through the collaboration of the Advisory Council, a college and career fair for middle and high school students was developed and implemented. Also, to ensure that juniors and seniors are given the support necessary to ensure graduation, a consultant was hired to conduct AB167 screenings and make referrals as necessary. A laptop program was implemented for school districts to support foster youth in submitting on-line college applications, submitting the FAFSA, recover credits, and to complete homework. While bimonthly cohort meetings were not continued this year, added support was given to districts to ensure their capacity to provide this service at the school site level. Additionally, monthly Foster Parent Connection workshops were held, engaging foster parents in discussions focused on topics including the special education process, foster youth educational rights, trauma and its impact on behavior, gang awareness, youth mental health, high school graduation/college entrance requirements, and the four systems of higher education and the paths to get there. Through the on-going collaboration with the Madera Center, county foster youth received support to complete the community college

matriculation and financial aid process. Foster youth staff also began providing individual counseling to CAES foster youth, including detained youth. A counselor screened 11th and 12th grade youth for AB167, reviewed credits and progress toward graduation and completed a post- secondary transition plan. Aftercare team meetings also continued this year. Meetings include the student, parent/guardian, probation officer, mental health counselor, drug and alcohol counselor, county foster youth liaison, and other detention facility staff. Students and parents receive information for support services after the student is released and receive updated credit status information as well as information about educational options.

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. Collaboration with local LEAs and other stakeholders continues to grow allowing for an increase and improvement in the number and level of services provided to foster youth, foster parents, and stakeholders. Executive Advisory Councilmembers have worked closely to ensure foster youth receive valuable academic as well as legislative information and to ensure the appropriate educational placement of youth. Partnerships continue to develop for the maximization of resources including staff development opportunities, work readiness opportunities for youth, and the continuous number of college and career activities and events provided for youth. The Executive Advisory Council has flourished and is truly guiding the educational support of foster youth in the county.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Salaries/Benefits changed due to mid-year salary schedule change.

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.

No changes were made.

Goal 5

Goal 5: Coordinate the instruction of Expelled Pupils and facilitate the collaborative process for developing and revising the countywide plan to address the educational services for expelled youth and their transition to district of residence or charter school

State and/or Local Priorities addressed by this goal:

State Priorities: 9

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Baseline of 0.13% in 2017 with 42 total students expelled. Maintain or decrease the expulsion rate countywide	Expelled students increased to 0.28% with a total of 95 students expelled. Students expelled in grades 7-8 increased from 21 to 40, while expelled students in grades 9 - 12 increased from 18 to 50.

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

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

The unduplicated student population has some of the highest expulsion rates and lowest transition rates. To address their needs MCSOS will provide personnel to oversee and monitor the services to expelled and provide personnel to assist in and the transition between districts to increase the success of unduplicated pupils who have been expelled.	Madera County Superintendent of Schools has educational options for expelled students. CAES academic counselors work with local districts to ensure students are enrolled in MCSOS schools and have their academic records in order. Expelled students are place at MCIA for grades K-8 or PTC for 9-12. There is an additional site in Chowchilla for students in 5 - 12. When students are accepted back at their home school, academic counselors work to ensure appropriate credits are included in updated transcripts.	5.1 $3000 $2100	5.1 $3000 $2100

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

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.

The school district of residence maintains the responsibility for developing a rehabilitation plan for the expelled students and referring students to an appropriate educational setting. Expelled students who complete their rehabilitation plan obligations are reviewed by the district for possible return to regular district programs. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan may be referred to a different district school, another district program, district community day school program, if available, or the Madera County Superintendent of Schools Charter Schools.

School Districts complete a Madera County Superintendent of Schools Community School Referral for each student who is recommended for enrollment in the MCSOS Community School program each year. The MCSOS Community School program includes the classroom-based program for expelled students, SARB/DARB referred students, probation referred students, and court ordered students. The LEA shall specify the date of review of readmission to the school district on the Community School Referral for students who are expelled.

For students with an identified disability, a local education agency representative must consult with a representative from the Madera County Superintendent of Schools Alternative Education program, if this program may be considered as a placement option by the IEP team. A representative from the Alternative Education program must be in attendance at the IEP team meeting when placement decisions are made for the Alternative Education program. All psychological assessments for referred students must have been conducted within the past two years.

An Individual Learning Plan (ILP) will be developed with the student, the student's parents, and county office staff in the Madera County Superintendent of Schools Community School. Part of this plan includes a goal of returning the student to the school district of residence after the district expulsion term. The Madera County Superintendent of Schools is not legally responsible to continue service with a student and may refer back to the district of residence to determine placement.

Referrals from the districts to the county-operated community school programs are made directly to the Madera County Superintendent of Schools Alternative Education Programs, including PTC and MCIA in Madera, and PTC in Chowchilla.

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

Communication with referring districts has been instrumental in ensuring expelled youth are enrolled in appropriate courses. Academic Counseling staff from CAES work with other districts to ensure timely acquisition of academic records for students entering and exiting MCSOS programs. Aside from ensuring students continue to learn at high levels, a goal of MCSOS is to assist students in returning to their home districts. Even when students are eligible to return, many students elect to stay enrolled in MCSOS programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

No changes were made.

Stakeholder Engagement

LCAP Year: 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 2018 - 19 LCAP occurred throughout the school year with the intent of purposeful engagement from numerous stakeholder groups. Information was disseminated and input gathered through various means. These various stakeholder groups included Madera Superintendent of Schools (MCSOS) staff comprised of administration, certificated staff, classified staff, and agency personnel, parents, students, and district administration. Meetings reviewed the requirements of the LCAP and the state's eight priorities and identified metrics. Goals and actions/services to be addressed
during the 2018 - 2019 school year were reviewed. Such discussions led to conversations of continued or new identified needs to be addressed through ongoing or revised actions/services in the coming years. The most current data in areas such as the number of at risk students obtaining diplomas, the
number of credits recovered, the overall seat time, the overall in/out of school suspensions, and the increase in student involvement through specific activities were shared. This type of qualitative data is meaningful for the student population served by the Career and Alternative Educational Services Division (CAES). Specific meetings or activities held to receive input and to provide ongoing planning and collaboration included:

1. Stakeholder input meetings for MCSOS staff, including administration, certificated, classified, internal classified, confidential, and bargaining unit representatives, were held at various times throughout the year as listed below. Parents were invited through Blackboard Connect and a mailer to participate in the Stakeholder meetings to get parent input. A MCSOS stakeholder meeting was held April 8, 2019 with additional stakeholder held on April 11, 2019 at different times to allow for greater participation and input.

2. Parents and students were given a survey during the Fall semester to provide input on school climate and student services.

3. Parents were provided opportunities for input at each site's Open House Events and Parent Appreciation events.

4. Regular staff meetings were held by CAES administrators and staff. MCIA staff met for one hour each week throughout the year. PTC staff held PLCs and TLC meetings on Fridays throughout the year. In addition, with a WASC visit for Endeavor/Voyager, administrators, counselors, teachers, and other staff met regularly as part of the WASC Self-Study Report, which also included parent and student input.

5. School Site Council Meetings were held at all sites and Site Plans were approved.

6. CAES counseling staff met twice a month with staff of the Madera Unified Alterative Education Placement Team (AEPT) to coordinate transition of students and discuss how Madera Unified and the Madera County Superintendent of Schools are meeting the needs of at risk students.

7. CAES administration met monthly with the Juvenile Justice Committee, a community committee under the direction of the County Probation Department, to discuss needs and services to students under the authority of the Madera County Probation Department.

8. MCSOS's Leadership Team meetings are held once a week and program outcomes, actions and services are discussed.

9. The Madera County Board of Education meetings provided monthly opportunities for board and community input. Budget and program updates were provided and any necessary revision or input was discussed in public session, including the following for the CAES Division; the approval of textbooks for alternative education schools on July 10 and September 11, the approval of the Annual Inspection Report for Juvenile Detention Facility and Juvenile Cadet Academy on November 13, the approval of the California Dashboard local indicator parent and student survey results on November 13, and the approval of the Student Accountability Report Cards (SARC) on January 8.

10. Designated professional development meetings for CAES instructional staff and staff meetings focused on instructional strategies and improving student achievement.

11. Monthly collaborative meetings were held to review services provided to Foster Youth (FY) with personnel from the following: MCSOS, Madera Unified School District (MUSD), Madera County Department of Social Services (DSS), Madera County Probation Department, Madera Community College Center. In addition, meetings are held quarterly with district FY liaisons to provide better coordination of FY services.

12. Student Leadership organizations at Pioneer Technical Center and Madera County Independent Academy provided input to school administration.

13. Information regarding Foster Youth programs and services to expelled youth was shared and discussed by the Madera County Superintendent of Schools, County Office staff, and district superintendents at the regularly scheduled Madera County superintendent meetings.

14. The PTC and Endeavor/Voyager WASC review process was coordinated with LCAP development and provided staff opportunity for input in preparation for visits. A Public Hearing for MCSOS's LCAP and budget was an agenda item for MCSOS's Board of Education meeting on June 11, 2019. Notice of the Public Hearing was published in the Madera Tribune. Any necessary revisions to the PTC draft LCAP will be made based upon public comment, parent input, or board of education response. Final adoption of the LCAP is scheduled for June 27, 2019, at the MCSOS Board of Education Meeting.

Impact on LCAP and Annual Update

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

Stakeholders meetings and staff, student and parent input had the following impact in the development of the 2018 - 19 LCAP:
• There is a need for more opportunities in Career Technical Education, work experience, and internships as students prepare to be college and careers ready. A high level of interest in CTE programs was expressed by students attending full independent studies. Reaching out to local businesses and local community colleges, students will broaden their knowledge of post-secondary opportunities. Increased CTE opportunities will be available for Independent Study students, including a new ROP/CTE welding course for the 2019-20 school year.
• Students have shown a high level of interest in seat time elective classes as part of their independent study program and more electives will be added, with increased field trips to extend learning beyond the classroom.
• Parents have expressed strong support for the additional time independent students can spend at school working on their school work. CAES will be developing additional computer learning stations for students to use on campus.
• Professional development has been conducted on state standards. However, there continues to be a need for training in the area of strategies for EL students and integration of technology for all students. Designated reduced days, staff meetings, and workshops will continue to be used to engage teachers in best practices for all students.
• More training on use of project based learning was identified as an area of focus.
• Meaningful parent involvement continues to be an ongoing challenge. There are many factors that influence the families of at risk students' abilities to engage with their child's educational process and to be directly involved in the decision making. It has been determined there is more parent involvement when more personal and positive contacts are made with the parents. Additional processes will be adopted to enhance positive

relationships between parents and the school.
• Provide more focused training on the use of technology in instruction. Students should have access to updated technology and be taught to use technology for educational purposes. Teachers should receive regular training on such things as the use of smart boards and specific instructional software programs to stay current with the ever-changingworld of technology.
• Feedback from WASC visiting committee indicated need to continue to develop the use of the online program for students, and incorporate the use of assessments to monitor student growth.
• New curriculum and additional library resources are needed for instruction at juvenile hall and cadet academy.
• Blended learning program support was a positive element for more students this year.
• Homeless youth are in need of basic necessities such as clothes, hygiene products, and access to local public transportation.
• Academic gaps in ELA and Math need to be a priority.

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.

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

Unchanged

Goal 1

Goal 1: All students will achieve at high levels to prepare for college and career readiness

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8, 9, 10

Local Priorities: N/A

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Individual Graduation Progress plan	All students in the Cadet Academy and students with longer sentences will have an Individual Graduation Progress Plan.	Individual plan will be developed and implemented with all students in juvenile hall and the cadet academy to be on track to graduate. Establish baseline.	100% of students will be put on individual graduation progress plan	100% of students will be put on individual graduation progress plan

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.	100% of students in the facility for more than 15 days will be given career interest survey	100% of students in the facility for more than 15 days will be given career interest survey
Students in the correctional academy will complete a career assessment within the first month of them being in the cadet academy.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.	100% of students in cadet academy will be given career assessment survey	100% of students in cadet academy will be given career assessment survey

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
El student reclassification	There is no relevant data for Alternative school reclassification due to the short term placement of students in the programs. To be established	Develop an assessment to use along with CELDT/ELPAC to be able to reclassify EL students.	All EL students will take the ELPAC and be evaluated on reclassification criteria	All EL students will take the ELPAC and be evaluated on reclassification criteria
Standards Aligned Instructional Materials	100% students have access to Standards aligned instructional materials. Reported on Williams Annual Report New curriculum purchased, and staff has continued to receive professional development in EL, common core, and other engagement strategies.	Maintain all students access to Standards aligned instructional materials. Students will improve grades and more credits will be earned.	100% of students access to Standards aligned instructional materials. Students will improve grades and more credits will be earned.	100% of students access to Standards aligned instructional materials. Students will improve grades and more credits will be earned.
State adopted content and performance standards	100% of students will receive instruction based on State adopted Common Core State Standards	All students will receive instruction based on State adopted Common Core State Standards	100% of students will receive instruction based on State adopted Common Core State Standards	100% of students will receive instruction based on State adopted Common Core State Standards

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	100 % students in Juvenile Hall and Academy have access to a course of study that allows them to earn credits that will transfer to meet diploma track graduation requirements	100 % students in Juvenile Hall and Academy have access to a course of study that allows them to earn credits that will transfer to meet diploma track graduation requirements
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
State CASSP	State CASSP Alternative Schools do not receive school score	State CASSP Alternative Schools do not receive school score	In the current model for accountability Alternative Schools do not receive school score All students with valid scores will show individual growth on ELA and Math tests	State CAASPP Alternative Schools do not receive school score All students with valid scores will show individual growth on ELA and Math tests

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
API	State CASSP Alternative Schools do not receive school score	State CASSP Alternative Schools do not receive school score	Discontinued. API is no longer calculated and schools do not receive a score	Discontinued. API is no longer calculated and schools do not receive a score
UC/CSU eligibility	Alternative School does not offer a-g classes	Alternative School does not offer a-g classes	Students who would need access to UC approved courses can be accommodated on an individual basis online, however the school does not receive UC completion rates for purposes of accountability.	Students who would need access to UC approved courses can be accommodated on an individual basis online, however the school does not receive UC completion rates for purposes of accountability
ELPI	Alternative School does not receive ELPI score. Establish baseline score for reclassification for students in the Academy.	Increase reclassification of Academy students	There was no EL progress rate in 2017-18 because of the elimination of the CELCT test and, Alternative Schools do not receive ELPI score. In addition the ELPI score was suspended by State until 2020 as a result of new testing criteria	Alternative School does not receive ELPI score. In addition the ELPI score was suspended by State until 2020 as a result of new testing criteria Baseline for ELPAC EL progress will be determined

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AP Exams	Alternative School does not offer AP classes	Alternative School does not offer AP classes	Students who would need access to Advanced placement can be accommodated on an individual basis online, however the school does not receive school AP rates for purposes of accountability	Students who would need access to Advanced placement could be accommodated on an individual basis online, however the school does not receive school AP rates for purposes of accountability
EAP	Alternative School does not receive EAP score	Alternative School does not receive EAP score	Alternative School does not receive EAP score	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	As an alternative school, graduation rates are not calculated because there will be no students in a four-year graduation cohort, however, the programs may become accountable for graduation rates if the new DASS school one-year cohort is adopted.	As an alternative school, graduation rates are not calculated because there will be no students in a four-year graduation cohort, however, the programs may become accountable for graduation rates if the new DASS school one-year cohort is adopted.

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	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The CAES counseling department staff will	Counseling department will use information	Unchanged - Budget update only

develop a career interest survey to be completed by students to assist them in exploring careers that match their interests.	to develop a resource list of career options locally and elsewhere. Maintain list based on results of previous interest surveys.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.2 $3600 (Inc)	1.2 $3,700	1.2 $4,000
Source	LCFF –Base	LCFF - Base	LCFF - Base
Budget Reference	Salary & Benefits ($2900 Inc in 1.1)	Salary & Benefits ($3000 Inc in 1.1)	Salary & Benefits ($3200 Inc in 1.1)

Action #2

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
.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.	.The Career Alternative Education Services counseling staff will implement career assessment with all students in the correctional academy within the first month of them being in the cadet academy.	Unchanged - Budget Updated Only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.3 $3600 $1000	1.3 $3,000 Inc in 1.1 $ 700 $1,000	1.3 $6,400 $1,500 $1,000

Source	LCFF - Base	LCFF-Base	LCFF-Base
Budget Reference	Salary & Benefits ($2900 Inc in 1.1) Services	Salary & Benefits ($3000 inc in 1.1) Salary & Benefits Services	Salary & Benefits ($6,400 inc in 1.1) Salary & Benefits Services

Action #3

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners	Limited to Unduplicated Student Groups	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	Improve the implementation of ELA standards, best instruction, and monitoring of EI progress for all English Learners. Counseling staff and teacher on assignment will maintain list of EL students that are long term commits in juvenile hall or academy cadets to ensure that these students are accessing curriculum, receiving additional support and acquiring the language, which will facilitate their reclassification.	Improve the implementation of ELA standards, best instruction, and monitoring of EI progress for all English Learners. Counseling staff and teacher on assignment will maintain list of EL students that are long term commits in juvenile hall or academy cadets to ensure that these students are accessing curriculum, receiving additional support and acquiring the language, which will facilitate their reclassification.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.4 $4000 S&C $3100 Title I	1.4 $3,200 Title I $3,300 S&C $700 S&C	1.4 $500 S&C $6000 S&C $3500 S&C $2,600 S&C

Source	LCFF – Sup & Conc & Title I	Title I LCFF-S&C	LCFF-S&C
Budget Reference	Salaries & Benefits	Salary & Benefits Salary & Benefits Salary & Benefits	Services Salary & Benefits Services Salary & Benefits

Action #4

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	Given the need for strong engagement for students in the correctional facilities, new California standards aligned curriculum will be purchased and used in Juvenile Hall and the Cadet Academy to enhance the academic program and provide students with improved learning experience that has current information and practices. Curriculum in juvenile hall and the Cadet Academy will include online options and use of technology and aligned with materials for students with special needs.	Given the need for strong engagement for students in the correctional facilities, new California standards aligned curriculum will be purchased and used in Juvenile Hall and the Cadet Academy to enhance the academic program and provide students with improved learning experience that has current information and practices. Curriculum in juvenile hall and the Cadet Academy will include online options and use of technology and aligned with materials for students with special needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.5 $9000	1.5 $4,100 $5,200	1.5 $4,300 $5,950

Source	LCFF - Base	LCFF-Base	LCFF-Base
Budget Reference	Salaries & Benefits	Salary & Benefits Salary & Benefits	Salary & Benefits Services

Action #5

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
MCSOS will recruit and retain appropriately credentialed teachers.	Unchanged - Budget Updated	Unchanged - Budget Updated

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.6 $235,500 Base $147,600 Title I	1.6 $248,300 Base $165,900 Title I	1.6 $201,900 $70200 $163,600
Source	LCFF – Base & Title I	LCFF-Base Title I	LCFF-Base LCFF-S&C Title I
Budget Reference	Salaries & Benefits	Salary & Benefits Salary & Benefits	Salary & Benefits Salary & Benefits Salary & Benefits

Action #6

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	Unchanged - Budget update only Added CSI funds to be used at Gould Special Ed Site - Serving District Special Ed. Students - not Alternative Education LCFF Funds

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.7 $7000 $7100	1.7 $5,200 $2,100 $63,600 $10,000	1.7 $5,100 $2,100 $21,400 $172,000
Source	LCFF -Base	LCFF-Base LCFF-Base College Readiness Grant LCFF-Base	LCFF-Base CSI Funds for Gould Special Education Services
Budget Reference	Services & Travel Salaries & Benefits	Services & Travel Services & Travel Salary & Benefits Salary & Benefits	Services & Travel Services & Travel Salary & Benefits Services

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

Unchanged

Goal 2

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 Priorities: 1, 5, 6, 7, 8, 9, 10

Local Priorities: N/A

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 Measureable 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	Maintain a 12-1 student to teacher ratio	Maintain a 12-1 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.	Two presentations will be maintained	Two presentations will be given each year.
School Attendance Rates	Attendance is mandatory (see above) Attendance baseline in 99.8%	Maintain attendance rate	100% attendance	100% attendance
Chronic Absenteeism	None Due to mandatory attendance requirement	Maintain rate	0%	0%

High School Drop Out Rates	None While in Juvenile Hall and Correctional Academy all students are required to maintain enrollment	Maintain rate	0%	0%
High School Graduations Rates	No school data available for program- see above Identified Need).	No school data available for program- see above Identified Need).	As an alternative school, graduation rates are not calculated because there will be no students in a four-year graduation cohort, however, the programs may become accountable for graduation rates if the new DASS school one-year cohort is adopted.	As an alternative school, graduation rates are not calculated because there will be no students in a four-year graduation cohort, however, the programs may become accountable for graduation rates if the new DASS school one-year cohort is adopted.

Pupil Suspension Rates	Students in Juvenile Hall and the Correctional Academy are not suspended or expelled in the traditional sense. If inappropriate behavior occurs, Probation makes determination of the consequences of that action.	No suspensions	0%	0%
Pupil Expulsion Rates	Students in Juvenile Hall and the Correctional Academy are not suspended or expelled in the traditional sense. If inappropriate behavior occurs, Probation makes determination of the consequences of that action.	No expulsions	0%	0%

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	A school climate survey was developed and administered in 2017-18. Baseline rates were established. A 95% positive response rate was recorded for question if students felt "safe or not unsafe" at school. An 89% % positive response was recorded for question if students felt there was a "supportive learning environment," and "adults that encouraged success." Outcome for 2018-19 Maintain 95% on "safe or not unsafe" Score 90% on "supportive learning environment"	Outcome for 2019-20 Maintain 95% on "safe or not unsafe" Score 90% on "supportive learning environment"

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 "good repair"	Maintain facility status "good repair"
Designate a CAES Counselor to work specifically with the students in the cadet academy.	One Counselor	Maintain Counselor	Maintain Counselor	Maintain Counselor
Middle School Drop Out Rate	N/A While in Juvenile Hall and Correctional Academy all students are required to maintain enrollment	N/A	N/A	N/A

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	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	The educational services provided by Madera County Superintendent of Schools will maintain a positive collaboration with the Deputy Chief Probation Officer of the Madera County Juvenile facility. The educational	Budget update only

cadet academy will create a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code.	administrator will ensure the number of teachers provided to juvenile hall and the cadet academy will create a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code. The lower class size will provide opportunities for more personalized instruction and assistance for unduplicated pupils, and increase student ability to access curriculum and earn additional credits toward graduation.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.1 $235,500 $6600	2.1 $248,300 $12,700	2.1 $202,000 $70,200 $1,800 $1,900
Source	LCFF – Base LCFF Sup & Conc	LCFF – Base LCFF Sup & Conc	LCFF – Base LCFF Sup & Conc LCFF Sup & Conc LCFF Sup & Conc

Budget Reference	Salaries & Benefits (Inc in 1.6) Salaries & Benefits	Salaries & Benefits (Inc in 1.6) Salaries & Benefits	Salaries & Benefits (Inc in 1.6) Salaries & Benefits (Inc in 1.6) Salaries & Benefits Salaries & Benefits (Inc in 1.1)

Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will prepare 1 presentation each semester for students to gain a greater sense of connection and responsibility to the community.	Many students in the correctional facility have low academic performance, are behind on credits toward graduation, and are not aware of post-secondary options and services. Teachers will prepare one presentation each semester that features community resources, or on a topic that provides future options for students after their time in the correctional facility. These presentations will be principally directed to unduplicated pupils to help them gain a greater sense of connection and responsibility to the community and commitment to their own learning goals.	Budgte update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.2 $9000 $5000 $5000	2.2 $9100 $5000 $5000	2.2 $9600 $5100 $5100

Source	LCFF Sup & Con	LCFF Sup & Con	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	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	Many students in the correctional facility have low academic performance and have not developed positive school or community contacts in the comprehensive school settings. To address this CAES counselors will work individually and in a group with students from the time of student enrollment through the student's graduation from high school. This is designed to develop a greater sense of trust of people, and resources in the CAES division and community, and to increase student engagement and commitment to their learning goals and post-secondary options.	Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	2.3 $18,300	2.3 24,200	2.3 $6100 $13100 $25200 $20900
Source	LCFF Sup & con	LCFF Sup & con	LCFF Base (Inc in 1.1) LCFF Sup & Con (Inc in 1.1) LCFF Sup & Con LCFF Sup & Con
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits Salaries & Benefits Supplies Speakers

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

Unchanged

Goal 3

Goal 3: Increase parent involvement by developing meaningful partnerships and participation

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 9, 10

Local Priorities: N/A

Identified Need:

Increase parent involvement

Expected Annual Measureable 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 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.	MCSOS was unable to get parent participation on formal committees for input in 2017-18. Parent participation will increase in 2018-19 to include at least two parents on site council. Parent attendance at workshops will total five parents	.Parent participation will maintain in 2018-19 to include at least two parents on site council. Parent attendance at workshops will total five parents

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.	All parents of students who are transitioning from the cadet academy will participate in a transitional meeting that involves Probation and appropriate agencies.	All parents of students who are transitioning from the cadet academy will participate in a transitional meeting that involves Probation and appropriate agencies.

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	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)

English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	Many students in the correctional facility and parents of students in the facility will benefit from a stronger family support system for the student's educational achievement. The staff at Juvenile Hall and the Cadet Academy will provide effective communication with parents of regular and special education students in the home language. Staff will make a minimum of two parent contacts per semester for all cadet academy students to provide appropriate information and resources. Bilingual services will be available to parents in all communications and at meetings, including all IEPs.	Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3.1 $6600 $100	3.1 $6900 $100	3.1 $4650 $100
Source	LCFF –Sup & Conc	LCFF –Sup & Conc	LCFF S&C LCFF S&C
Budget Reference	Salaries & Benefits Supplies	Salaries & Benefits Supplies	Salaries & Benefits Supplies

Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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, workshops, and informal events.	The unduplicated student population has some of the lowest rates of parent involvement. To address this need the staff will build on the relationships that have been created through positive contacts to personally invite parents and families to participate in formal committees, workshops and informal events. MCSOS will provide opportunities for parent input through surveys and participation in advisory committees, including Site Council, ELAC and other opportunities for feedback. This will increase parent involvement for unduplicated student population. Staff will also invite parents of special education students to attend events and committees to help them support their child's education	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3.2 $11200 $ 1000	3.2 $10,100 $ 6,900 $1000	3.2 $5,500 $6,300 $4,700 $1,000
Source	LCFF – Sup & Conc	LCFF – Sup & Conc	LCFF – Base LCFF - Sup & Conc LCFF - Sup & Conc (Inc in 3.1) LCFF - Sup & Conc
Budget Reference	Salaries & Benefits ($6600 Inc in 3.1) Supplies	Services Salaries & Benefits (Inc in 3.1) Supplies	Services Services Salaries & Benefits (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	Location(s)
All Students	Specific Schools, Voyager (correctional academy)

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	Budget Change Only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	3.3 $3600	3.3 $3700	3.3 $4000
Source	LCFF - Base	LCFF - Base	LCFF - Base
Budget Reference	Salaries & Benefits ($2900 Inc in 1.1 $700 Inc in 1.2)	Salaries & Benefits ($3000 Inc in 1.1 $700 Inc in 1.2)	Salaries & Benefits ($3200 Inc in 1.1 $800 Inc in 1.2)

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

New

Goal 4

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 Priorities: 6, 9, 10

Local Priorities: N/A

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 Measureable 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	Provide 22 foster youth meetings, college visits, and special events.	.Provide 22 foster youth meetings, college visits, and special events.
Average score on Post-Secondary Knowledge Survey	To Be determined in 2017-18	Establish baseline data – develop and administer survey	Outcome Discontinued. Survey will continue to be given as described in Action 1	Outcome Discontinued. Survey will continue to be given as described in Action 1
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	Outcome Discontinued. Use of Resource Guide will be included in Action 1	Outcome Discontinued. Use of Resource Guide will be included in Action 1

Number of CAES foster youth receiving individual counseling services.	6	Maintain or increase number of CAES foster youth who receive individual counseling.	Due to shifts in foster youth population on an annual basis and the goal for all students to receive counseling, baseline established that 100% of CAES foster youth will receive individualized counseling services.	100% of CAES foster youth will receive individualized counseling services.
Number of CAES senior FAFSA completions	No prior data. To be established in 2017-18	Establish baseline data	Due to shifts in foster youth population annually and the goal for all students to receive counseling, baseline established that 100% of interested CAES foster youth seniors will complete the FAFSA application process.	100% of interested CAES foster youth seniors will complete the FAFSA application process.

Number of CAES Seniors who complete the community college matriculation process.	No prior data. To be established in 2017-18	Establish baseline data	Baseline established in 2017-18 at 100% 100% of interested CAES seniors will complete the FAFSA application process.	100% of interested CAES seniors will complete the FAFSA application process.
Number of School Placement changes	No prior data. To be established in 2017-18	Establish baseline data	Baseline established in 2017-18 50% of eligible foster youth will remain in their school of origin if its in their best interest.	50% of eligible foster youth will remain in their school of origin if its in their best interest
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.	Records will be transferred between 2 - 3 business days.	Records will be transferred between 2 - 3 business days.

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.	Due to shifts in foster youth population annually the baseline of 15% was established in 2017-18 15% of county foster parents will attend foster parent workshops in 2018-19.	20% of county foster youth parents will attend foster parent workshops
Number of CAES foster youth monitored for attendance.	0	Increase number of CAES foster youth monitored for attendance.	Due to shifts in foster youth population annually the baseline of 100% was established in 2017-18 100% of CAES foster youth will be monitored for attendance in 2018-19.	100% of CAES foster youth will be monitored for attendance.
FY Attendance Rate for CAES foster youth	No prior data-To Be Established in 2017-18	Establish baseline data	CAES foster youth attendance rate will be 50%.	CAES foster youth attendance rate will be 50%

Number of AB490/AB167/Credit Policy Trainings	3	Maintain or increase number of AB490/AB167 policy training opportunities	Provide three AB490/AB167 policy trainings.	Provide three AB490/AB167 policy trainings.
Number of stakeholder (Executive Advisory Council) meetings	8	Maintain or increase number of Executive Advisory Council and other stakeholder meetings.	Facilitate 11 Executive Advisory Council stakeholder meetings.	Facilitate 11 Executive Advisory Council stakeholder meetings.
Transfer of health and education records/health education passport.	8	Write new Interagency Agreement to establish new and updated Madera County protocols and procedures - target completion date - December 2017	Based upon the shift in population annually, the baseline of 100% was established in 2017-18 100% or students will have records transferred from school of enrollment to new school of enrollment in 2018-19	100% or students will have records transferred from school of enrollment to new school of enrollment

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 the Expelled Youth Plan that was adopted in 2018 and report on actions annually to district superintendents	Implement the Expelled Youth Plan that was adopted in 2018 and report on actions annually to district superintendents

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	Location(s)
Specific Student Groups, Foster Youth	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 quarterly cohort meetings, conducting post secondary knowledge survey, providing opportunities to learn about various careers, supporting district level youth meetings, providing opportunities for campus/vocational program visits, continuing to provide individual counseling services to juvenile detention and independent study and charter school foster youth, and ensuring every middle and high school foster youth receives a Madera County Resource Guide.	Budget Update Only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	4.1 $92,100 $138,300 $6,000	4.1 $90,700 $100,000 $8,400	4.1 $262,800 $135,400 $28,800
Source	Foster Youth	Foster Youth	Foster Youth $300,149 Local DSS Funds $126,861
Budget Reference	Salaries & Benefits Services & Travel Supplies	Salaries & Benefits Services & Travel Supplies	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	Location(s)
Specific Student Groups, Foster Youth	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Assist students in completing the FAFSA by the March 2 deadline by conducting two student workshops, following up with individual students to ensure the process is complete and facilitating the development of a mechanism for tracking FAFSA completions.	Continue assisting high school seniors in completing the FAFSA by the March 2 deadline by continuing to conduct two student workshops and following up with individual students to ensure the process is complete; 100% of seniors will complete the FAFSA application process.	Budget changes only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4.1 $92,100 $138,300 $6,000	4.1 $90,700	4.2 $262,800

Source	Foster Youth	Foster Youth	Foster Youth Local DSS Grant
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)	Salaries & Benefits (Inc in 4.1)

Action #3

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

Students to be Served	Location(s)
Specific Student Groups, Foster Youth	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged

for 2017-18	for 2018-19	for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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; 100% of interested CAES foster youth will complete the matriculation process.	Budget Changes only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4.1 $92,100 $138,300 $6,000	4.1 $90,700 $100,000 $8,400	4.3 $262,800 $135,422 $28,800

Source	Foster Youth	Foster Youth	Foster Youth Local DSS Funds
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)	Salaries & Benefits Services & Travel Supplies

Action #4

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

Students to be Served	Location(s)
Specific Student Groups, Foster Youth	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged

for 2017-18	for 2018-19	for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Ensure school stability, immediate enrollment and transfer of credits received for newly enrolled independent study and charter school foster youth by developing and implementing a MCSOS FYS board policy aimed at providing guidance regarding stability, enrollment and credits, coordinating the development of a county-wide interagency agreement of foster youth support services, 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).	Continue to ensure school stability, immediate enrollment and transfer of credits received for newly enrolled foster youth by ensuring MCSOS staff is familiar with FYS board policy, ensuring that elements of the county-wide interagency agreement for foster youth support services are upheld, providing three AB490/AB167 and credit policy training opportunities for stakeholders, continuing to provide self-advocacy skills training to foster youth, ensuring foster youth “best interest” determination for school of origin decisions are considered, and continuing to host the Madera County Foster Youth Executive Advisory Council monthly meeting.	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	4.4 $92,100 $138,300 $6,000	4.4 $90,700	4.4 $262.800
Source	Foster Youth	Foster Youth	Foster Youth Local DSS Funds
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)	Salaries & Bene (Inc in 4.1)

Action #5

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

Students to be Served	Location(s)
Specific Student Groups, Foster Youth	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	Continue providing educational counseling and monitoring for the educational success of CAES foster youth by continuing the development of post-high school plans for every foster youth, conducting post post-secondary plan annual updates, continuing the academic evaluation of foster youth upon enrollment and annual academic evaluation review for current students, continuing AB167 screenings, extending biweekly progress check and post-secondary school options information to include 9th and10th grade foster youth.	Unchanged - Budget only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	4.1 $92,100 $138,300 $6,000	4.1 $90,700	4.5 $262,800
Source	Foster Youth	Foster Youth	Foster Youth Local DSS Funds
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)	Salaries & Bene (Inc in 4.1)

Action #6

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

Students to be Served	Location(s)
Specific Student Groups, Foster Youth	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	Continue facilitating the monthly Madera County Foster Youth Executive Advisory Council, which includes LEAs, Department of Social Services, Probation and other community stakeholders; and implement capacity building training opportunities based on feedback from stakeholders.Coordinate services with county child welfare and Probation by providing education-related information to the county child welfare agency to assist in the delivery of services to foster youth, and responding to requests from the juvenile court for information and working with the court to ensure the delivery and coordination of necessary educational services.	Continue facilitating the monthly Madera County Foster Youth Executive Advisory Council, which includes LEAs, Department of Social Services, Probation and other community stakeholders; and implement capacity building training opportunities based on feedback from stakeholders.Coordinate services with county child welfare and Probation by providing education-related information to the county child welfare agency to assist in the delivery of services to foster youth, and responding to requests from the juvenile court for information and working with the court to ensure the delivery and coordination of necessary educational services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4.1 $92,100 $138,300 $6,000	4.1 $90,700	4.6 $262,800
Source	Foster Youth	Foster Youth	Foster Youth Local DSS Grant
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)	Salaries & Bene (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	Location(s)
Specific Student Groups, Foster Youth	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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; increase outreach to foster parents and obtain 15% of county foster parent participation in workshop series.	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4.1 $92,100 $138,300 $6,000	4.1 $90,700 $100,000 $8,400	4.7 $262,800 $135,400 $28,800

Source	Foster Youth	Foster Youth	Foster Youth Local DSS Grant
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)	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:

Students to be Served	Location(s)
Specific Student Groups, Foster Youth	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged

for 2017-18	for 2018-19	for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop a process for the continuous monitoring of students' attendance; begin monitoring foster youth in 11th and 12th grade; gather baseline data.	Continue monitoring the attendance of students in 11th and 12th grade; extend attendance monitoring to include foster youth in 9th and 10th grade; attendance rate will be 50%.	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4.1 $92,100 $138,300 $6,000	4.1 $90,700	4.8 $262,822
Source	Foster Youth	Foster Youth	Foster Youth Local DSS Grant
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)	Salaries & Bene (Inc in 4.1)

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

New

Goal 5

Goal 5: Coordinate the instruction of Expelled Pupils and facilitate the collaborative process for developing and revising the countywide plan to address the educational services for expelled youth and their transition to district of residence or charter school

State and/or Local Priorities addressed by this goal:

State Priorities: 9

Local Priorities: N/A

Identified Need:

California Education Code Section 48926 requires county offices of education to coordinate with superintendents of the school districts within the county, to develop a county plan for providing services to expelled students. The plan is revised every three years.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Madera County Expulsion Rate	N/A	N/A	Baseline of 13% in 2017 Maintain or decrease the expulsion rate countywide	Maintain or decrease the expulsion rate countywide, which is 0.13% for baseline

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	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	The unduplicated student population has some of the highest expulsion rates and lowest transition rates. To address their needs MCSOS will provide personnel to oversee and monitor the services to expelled and provide personnel to assist in and the transition between districts to increase the success of unduplicated pupils who have been expelled.	MCSOS will provide personnel to oversee and monitor the services to expelled youth and the transition between districts to increase the success of unduplicated pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	5.1 $3000 $2100	5.1 $6,400 $2,300
Source	N/A	LCFF Operations Grant	LCFF Operations Grant

Budget Reference	N/A	Salaries & Benefits	Salaries & Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 183,907 (Not including Charter Transfer of Non-Juv Court Students)	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.

As incarcerated youth, all 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.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 401,936 (Not including Charter Transfer of Non-Juv Court Students)	34.43%

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.

The services of the programs in Juvenile Hall and the Cadet Academy are designed to conform to the unique circumstances and needs of pupils who are under the authority of the County Probation Department in a restrictive environment. The students in the program are high risk students that often have significant gaps in their education, disengagement from their school of residence, irregular attendance, and social and emotional concerns that have impacted their educational performance. As a result, most of the students suffer credit deficiencies. Because nearly all students are unduplicated, and because the services are principally directed to meet the needs of unduplicated pupils and 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 for the staff in order to lead to better student outcomes, improved positive parent communication that is principally directed toward parents of unduplicated pupils, 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 in a comprehensive school setting or if an unduplicated pupil were enrolled in the program. Specific actions to improve and increase services include:

Goal 1, Action 4: Counseling staff and teacher on assignment will maintain list of EL students that are long term commits in juvenile hall or academy cadets (who serve four to six months) to ensure that these students are identified, provided support and are accessing curriculum and acquiring the language, and effective in facilitating their reclassification. This will be principally directed at meeting the needs of EL students and effectiveness will be based on improved academic performance on state testing, classroom assessments and earning of credits for graduation.
Goal 2, Action 1: Maintaining a small student to teacher ratio will be principally directed at providing unduplicated pupils a positive and personal educational experience. 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 be effective in creating a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code. The lower class size will provide opportunities for more personalized instruction and assistance for unduplicated pupils, and increase student ability to access curriculum and earn additional credits toward graduation. The success of this will be evaluated by maintaining the low suspension rates and positive classroom environment reflected in student surveys.
Goal 2, Action 2: Teachers will prepare one presentation each semester that features community resources or on a topic that provides future options for students after their time in the correctional facility. These presentations will be principally directed to unduplicated pupils to help them gain a greater sense of connection and responsibility to the community and commitment to their own learning goals. The effectiveness of this will be reflected in level of student participation, engagement in the career surveys, and continued credit recovery for high school graduation.

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. Trust is a key element for students in the correctional facility and the work of Anthony Bryk, of the Carnegie Foundation, has highlighted the importance of trust in the learning process. This will be principally directed for unduplicated pupils who may have been disengaged from school and community and will be effective in increasing student attendance, behavior, academic performance and potential for graduation for students if they complete their education in the cadet academy or when they return to district of residence. This, and transition meetings, following matriculation from the cadet academy will be evaluated by successful transitions to school and community and increased graduation rates.
Goal 3, Action 1: Staff will make a minimum of two parent contacts per semester for all cadet academy students. This is principally directed towards the parents of unduplicated pupils to encourage increased partnership for the student to succeed and for the parent to work with teachers.
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. These opportunities are also part of building trust with families to improve the learning environment for students. These actions will be principally directed to increasing the involvement of parents of unduplicated students and will be evaluated based on level of parent participation.
Goal 5, Action 1: The unduplicated student population has some of the highest expulsion rates and lowest transition rates. To address their needs MCSOS will provide personnel to oversee and monitor the services to expelled and provide personnel to assist in and the transition between districts to increase the success of unduplicated pupils who have been expelled.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
Supplemental $330,014-$105,540=$224,474 (A portion of the funds for charter students will be transferred to charter) Concentration $160,689-$48,452=$112,237 (A portion of the funds for charter students will be transferred to charter) Total S&C $336,711	34.43%

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).

State why these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities ... ……>>>>>>>>>>>>>>.
Goals 1 through 3 Actions/Services are funded and provided on a schoolwide basis. Goals 4 and 5 are funded and provided on a LEA-wide basis.