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

**Agenda Item 8.5**

## Board of Education Action Item
## June 29, 2021

**Topic:**
Consideration Adoption of Local Control Accountability Plan (LCAP) for Madera County Superintendent of Schools (MCSOS)

**Background:**
The Local Control Accountability Plan (LCAP) is a required component of the Local Control Funding Formula (LCFF). It describes the goals and specific activities that Madera County Superintendent of Schools will put into action to educate all students and for certain identified subgroups of students. The LCAP must address the priorities as determined by the State Board of Education and indicate the funding needed to implement the activities. As required, the LCAP will be reviewed and revised each year. An important part of the LCAP is input from parents, students, staff, and community members.

**Financial Impact:**
$976,904.00

**Resource:**
Hugo Sanchez
Program Director
Career & Alternative Education Services

Jessica Drake
Executive Director
Student Programs and Services

**Recommendation:**
It is recommended that the board adopts the Local Control Accountability Plan (LCAP).

# Local Control Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Madera County Superintendent of Schools (Endeavor / Voyager) | Hugo Sanchez<br>Program Director - Career and Alternative Education Services | hsanchez@mcsos.org<br>(559) 662-6211 |

# Plan Summary [2021-22]

## General Information

A description of the LEA, its schools, and its students.

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 rigorous academic and vocational curriculum toward student achievement for college and career readiness
- Supports students to become nurturing, committed, caring, and connected adults
- Develops meaningful partnerships and active family participation in their student's education

The Madera County Superintendent of Schools (MCSOS) serves students 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 25 students will be enrolled in Juvenile Hall/Correctional Academy programs. Enrollment fluctuates due to the student population served, and given the effects of the COVID-19 pandemic, enrollment numbers have been significantly down from previous years. Demographically, approximately 68% of students are Hispanic, 8% White, 5% African American, 5% American Indian, and

14% other or declined to state. Twenty-nine percent (29%) of students enrolled in Juvenile Hall and the Correctional Academy are English Learners(EL) with Spanish being the primary language. All students participate in the school lunch program as wards of the court. Approximately 20% of the students have identified special needs. Of these students identified, the majority enter Alternative Education programs with existing Individualized Education Programs (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 California State Standards. Teachers' professional development focuses on continued implementation of the Common Core State Standards(CCSS) through appropriate instructional strategies and materials. 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 either the Early Assessment Program or Advanced Placement Exams.

As stated above, the student population of the correctional facility is highly transient. Typically, students are enrolled anywhere from 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 their 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 basis. 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. Gathering data form California School Dashboard is challenging, since not enough students are eligible for state assessments, which are administered once during high school, or as in the case of English Learners Proficiency Assessments of California (ELPAC), yearly for EL students until reclassified.

Attendance rates are high for both Juvenile Hall and Cadet Academy. All students are required to attend school which is closely monitored by juvenile 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.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

When COVID-19 shut schools down in March of 2020, Juvenile Hall was able to quickly make arrangements to meet technology needs. Overwhelmingly, students did not have the needed technology to move to distance learning. Based on this feedback, technology in the form of Chromebooks, GoGuardian, and access to the Zoom platform was deployed. After several days of professional learning based in the Zoom platform and from Hattie, Fisher, and Frey's book, The Distance Learning Playbook, teachers were back meeting with students virtually. The site based team was able to additionally solve the issue of sending and receiving schoolwork through collaboration with correctional staff each week.

During the 2020-21 school year, Juvenile Hall staff learned a lot about the social-emotional impact of the pandemic on students. Madera County Superintendent of Schools and Madera County Behavioral Health department provided multiple professional learning opportunities focused student social-emotional needs during and continuing after the pandemic. Through those trainings, the staff of MCSOS has been able better address the needs of the students, even making more notifications to the site psychologist and the Student Study Team to help develop supports for students that are struggling. This current year has shown an increase in these notifications and local mental health experts anticipate long lasting impacts of the pandemic, driving the continued investment in learning and resources to support the social-emotional needs of incarcerated students.

One of the greatest successes for students in both programs at Juvenile Hall has been the implementation of i-Ready assessments for ELA and Math. Aside from providing data on subskill strengths and areas of growth, i-Ready also assigns individualized prescriptive lessons to support each student's progress toward grade-level proficiency. Since the enrollment at Juvenile Hall is relatively small, Dashboard data is not available, as very few enrolled students are required to take state assessments for students in grades, 7, 8, and 11. Of the students assessed in ELA, 43.9% grew by at least one-year toward grade-level proficiency, while the math assessment also indicated that 43.9% of assessed students grew by at least one-year. According to DataQuest data for school year 2019-20, the suspension rate for Juvenile Hall was 2.6%, which is slightly less than Madera County's 3.6% suspension rate. Furthermore, the suspension rate for Juvenile Hall is at a decline of 63.4% from the previous year. Professional Development continues to focus on relationship building and supporting the Social and Emotional Learning needs of students and continues to contribute toward a learning environment that is physically, emotionally, and cognitively safe for students. PowerSchool, the Student Information System (SIS) for Juvenile Hall, indicates an attendance rate of 99.8%. A new supplemental curriculum, with online access was implemented in school year 2020-21 and will provide academic supports for students to continue to grow toward proficiency.

## Reflections: Identified Need

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

As indicated from the most recent i-Ready Assessment Data, all students show significant deficits in student achievement. Few students were on grade level on certain ELA domains, but overall, were at least two years behind grade-level. For mathematics, only 14.3% of all students tested were on grade level. Addressing the literacy needs will require intensive and targeted intervention in the coming years, as will increase student support in mathematics. New ELA/ELD supplemental curriculum was purchased to help address students' literacy needs, and staff received increased support through professional development for ELA/ELD instructional practices. Technology access for all students has increased access to the ELA/ELD supplemental curriculum and support, as well as other online curriculum resources. MCSOS will continue to prioritize access to technology for all students allowing for greater access to curriculum resources and online assessments. Professional development is being planned for the 2021-22 school year to begin to address grade level deficiencies experienced by our students. Career Technical Education course completion is an area for needed growth for Juvenile Hall students, even though the majority are enrolled for fewer than 30 days.

Access to virtual welders and instruction by a welding teacher will increase access to CTE instruction, and assist in preparing students to be Career Ready. The LCAP Survey (Spring 2021) indicated that 71.4% of students are interested in welding as a CTE pathway, followed by construction with 57.1%. Adding additional requested CTE courses based on student and parent surveys will increase interest and completion, along with facilitating a transition back to their school of residence's CTE offerings.

Although most students are assessed through i-Ready upon entering Juvenile Hall and prior to their release, there are several that are released without being assessed. This year has shown greater challenges for assessing, because safety precautions for COVID-19 did not allow access to students for at least 10 days. Communication with correctional staff continues to be a strength of Juvenile Hall's educational program and contributes to creating opportunities to collect student achievement data. According to a supervising mental health clinician from Madera County Behavioral Health Services, the students in alternative education programs, specifically those in Juvenile Hall, are at "ground zero" in terms of needing trauma informed practices and SEL best practices. The effects on these students as a result of the pandemic are unknown, but indications are that impact will be long-lasting and require extensive interventions.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP is written with input from members of each stakeholder group of Madera County Superintendent of Schools. Our stakeholders input aligns with the three LCAP goals of the previous LCAP, including the three goals outlined below, and will allow MCSOS to continue focusing on efforts to support all students. Increased efforts will be made to focus on the specific needs of foster or homeless youth, English Learners, and socio-economically disadvantaged students, representing 100% of the Endeavor/Voyager student population. These three goals also address the ten state priorities, which are: 1)Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4)

School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of the Common Core State Standards, 8) Course Access, 9) Expelled Youth, and 10) Foster Youth.

Several key features listed in PTC's LCAP for the 2021-22 school year include: Social-Emotional Foundational awareness for teachers and students, improved academic supports, targeted academic support, and CTE pathway enrichment and completion.

Goal 1: Juvenile Hall (Endeavor/Voyager) students will stay on track to becoming college and career ready through state adopted standards instructions.

Key actions in the LCAP supporting this goal include increasing grade-level on i-Ready ELA and math assessments through targeted, accelerated interventions, improved academic support, access to CTE introductory courses, and low teacher to student ratios. Based on student survey results, virtual welding will be available to students in the Cadet Academy (Voyager), which will support students acquiring technical skills for welding and facilitate transition into CTE courses at their districts of residence. COVID-19 forced instruction to move to Distance Learning for most of the 2020-21 school year and now MCSOS must prepare to bring all students back on site for direct instruction and optimizing the time spent with students while supporting students' social-emotional learning needs. A key learning from distance learning was the use of a variety of instructional strategies and feedback to ensure optimized learning opportunities and drive instruction. Those learnings will be the foundation that MCSOS will build on as those students return to classrooms for seat-based instruction. To support these changes; ELA, ELD, and mathematics professional development will be planned and conducted throughout the year to support increased student achievement through improved instructional practices. Keeping the student to teacher ratio low is imperative for students to receive differentiated instruction to meet their individual needs.

Goal 2: MCSOS will provide resources and services to to improve the social-emotional well-being of each student and provide a safe environment conducive to learning.

Moving into the 2021-22 school year, MCSOS is unsure of the specific social-emotional needs of staff and students, but planned professional development will assist staff in identifying and supporting students and provide awareness of local supports from county behavioral health department. Partnerships with internal and external sources provide the support and resource platform that will be built upon. This is key to learning and growth for Juvenile Hall students as we provide support for the whole child, knowing that if students do not feel physically and emotionally "safe" then learning will not occur. As the COVID-19 pandemic created educational challenges and the need for Distance Learning, students' social-emotional well-being was the forefront of most professional growth and development for staff.

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

The emphasis on building and maintaining stronger family and community engagement, will continue with local community partnerships, parent-teacher conferences, parent academic and informational workshops and continued correspondence through ParentSquare. An additional emphasis is building stronger family and community engagement. COVID-19 provided MCSOS an opportunity to evaluate and refine communication protocols with teachers, correctional staff, parents, and administration. Those protocols for communication have been carried over into the new school years and will be built upon going forward. Parent workshops are being planned to help with current and future needs for students ranging from transition support, and attendance policies and requirements for college enrollment and financial aid.

Providing external learning opportunities like visiting a business or college, historical sites and museums, and community volunteer experiences will help teach and support developing well-rounded students. 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 combined Career Alternative Education Services (CAES) Division's combined School Site Council (SSC) has created greater opportunities for students, parents, and correctional/probation staff to provide valuable input in the decision-making and approval process for specific funding.

Goal 4: Facilitate the county-wide coordination of services for the educational success of students in foster care.

The Madera County Superintendent of Schools (MCSOS) will continue its high commitment to serving foster youth within the county. MCSOS will take the lead in the coordination of services for foster youth throughout the county with 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 students who are identified as foster youth that attend school in the correctional facilities which will include increased counseling as appropriate, FAFSA completion, and reviewing a community college matriculation process.

Goal 5:Facilitate the county-wide coordination of services for the educational success of students in foster care.

Working with 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 as well.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

**Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

**Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

MCSOS believes that stakeholder input drives the development of the LCAP. We consulted parents, students, all school personnel, local bargaining units, and the community over the course of a year conducting 9 meetings and administering surveys to employees, community members, all students, and all parents.

To obtain stakeholder input in the writing and approval of the MCSOS LCAP, MCSOS held a series of stakeholder input meetings that were scheduled exclusively for input and feedback:

2/11/21 - All CAES Staff LCAP Survey sent out by email (7:30-9:00 a.m.)
2/16/21 - 2/23/21 - Hard Copies of Parent and Student Surveys were distributed in student work packets and through an electronic Parent Square link.
2/25/21 - CAES Parent Advisory Committee (PAC) Stakeholder Input Zoom (11:00–12:00 and 4:00–5:00 p.m.)
3/1/21- Parent Square / Email invite to all PTC / MCIA and MCSOS (Juvenile Hall) for the following:
3/9/21 - Stakeholder Input – MCIA (Zoom) (10:00–11:00 and 4:30–5:30 p.m.)
3/10/21 - Stakeholder Input – PTC (Zoom) (10:00–11:00 and 4:30–5:30 p.m.)
3/11/21 - Stakeholder Input – MCSOS (Zoom) (10:00–11:00 and 4:30–5:30 p.m.)
3/18/21 - Stakeholder Input - CAES SSC Meeting #3 (Zoom) 1:00–2:00 p.m.
3/18/21 - Stakeholder Input – CAES ELAC Meeting #3 (Zoom) 2:00–3:00 p.m.
4/8/21 - LCAP Stakeholder Feedback Analysis / Needs Assessment (8:00–12:00 p.m.) Cogan, Sanchez. Macedo and Ellingson
6/1/21 - SELPA Stakeholder Meeting with Executive Director - CAES division and SLPA Program Director (12:45 - 1:30 p.m.)

Due to state and local restrictions; parent, community, and student meetings were held via Zoom. Stakeholders could participate either by phone or by logging into the Zoom platform. Translation services were provided at each meeting as needed. MCSOS made all efforts to assure voices were heard from stakeholders through these meeting that represented English Learner, socio-economically disadvantaged, and foster/homeless students. In each of the input meetings, i-Ready diagnostic assessment data from Juvenile Hall, as well at MCIA and PTC, in the areas of ELA and Math, was shared with the stakeholders.

Once all stakeholder input was collected, the administrative team analyzed the feedback and used it to draft the LCAP. The most common topics of successes and needs were collected throughout the feedback process and then given priority in the writing of the LCAP, although many other topics were addressed.

A summary of the feedback provided by specific stakeholder groups.

A summary of the feedback provided by specific stakeholders (Parent and students) is attached to this LCAP, by percentage.

PTC Madera Parents responses = 23%
PTC Madera Student responses = 30%
PTC Chowchilla Parent responses = 44%
PTC Chowchilla Student responses = 57%
MCIA Parent responses = 50%
MCIA Student responses = 44%
Juvenile Hall Student responses = 100%

- ----------

Total = Parents = 31% (includes anonymous surveys sent to all parents via ParentSquare)
Total = Students (Juvenile Hall) = 100%

- ----------

Average Total Responses = 35%

Stakeholder input:
Meetings were held on several days and different time of day to ensure that all stakeholders had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through the Zoom platform where parents could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from our staff, student, and parent surveys indicate stakeholders feel our greatest areas of strength include:
1) 90% of students feel safe at school
2)71.4% of students are interested in CTE welding courses
3) 57.1% of students are interested in CTE construction courses
4) More than 80% of students feel that Juvenile Hall teachers want them to be successful

During those same meetings, the stakeholders feel our greatest are of identified needs are:
1) Increased student achievement
2) Access to technology
3) Safe learning environment
4) Opportunities for parent engagement and communication

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The five goals of the LCAP were originally created with stakeholder input. This year, stakeholder input continues to demonstrate that our efforts are focused in the right areas. The following will continue to remain the focus of this plan:

1) Juvenile Hall (Endeavor/Voyager) students will stay on track to becoming college and career ready through state adopted standards instructions.
2) MCSOS will provide resources and services to improve the social-emotional well-being of each student and provide a safe environment conducive to learning.

3) Increase parent involvement by developing meaningful partnerships and participation.
4) Facilitate the county-wide coordination of services for the educational success of students in foster care.
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.

Continued aspects of the LCAP influenced by specific stakeholder Input:
Goal 1: Juvenile Hall (Endeavor/Voyager) students will stay on track to becoming college and career ready through state adopted standards instructions.
Continued aspects of the LCAP influenced by specific stakeholder Input (see attached parent and student surveys and overview above):
1) Juvenile Hall students are still not performing academically at grade level and need to be ready for post-graduation options - Goal 1 Action 2, 6, 7, 9, 11
2) Professional Development for staff continuing in the areas of ELA, ELD, and social-emotional learning. Parents and students reported agreeing with statements that the school promotes success for all students and teachers are well qualified to teach students - Goal 1 Action 1, 5 Goal 2 Action 2
Goal 2: MCSOS will provide resources and services to improve the social-emotional well-being of each student and provide a safe environment conducive to learning.
1) Effects of prolonged isolation from family's impact on SEL Goal 2 Action 1, 2, 7
2) Reduce suspension rate and safe classroom environment Goal 2 Action 1, 5, 7
Goal 3: Increase parent involvement by developing meaningful partnerships and participation.
1) Parents not participating in advisory committees Goal 3 Action 3, 4, 5, 6
2) Low participation from EL students' parents Goal 3 Action 6
Goal 4: Facilitate the county-wide coordination of services for the educational success of students in foster care.
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.

New aspects of the LCAP influenced by specific stakeholder input:
1) Acceleration labs to increase student achievement
2) Social-Emotional Services expanded to SED
3) Virtual welding class for Cadet Academy students
4) School events for parent participation at Juvenile Hall

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | Juvenile Hall (Endeavor/Voyager) students will stay on track to becoming college and career ready through state adopted standards instructions. |

An explanation of why the LEA has developed this goal.

Students are enrolled in Juvenile Hall from school districts in Madera, as well as districts in other counties. The length of enrollment varies greatly, so fulfilling this goal helps ensure students to not fall behind academically.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. Number of professional development sessions attended by teachers. | 100% of teachers and staff receive professional development of 90 minutes embedded into the weekly instructional schedule throughout the school year. In addition, teachers accessed additional professional development. | | | | 100% of teachers and staff will participate annually in professional development on California Common Core State Standards in ELA, Mathematics, Social Science, and Science, either through MCSOS or other professional educational organizations |
| 2. Number of students earning additional credits beyond those earned in seat-time classes per semester. | To be established in Fall semester 2021. | | | | Odysseyware or other online curriculum will be the primary method for students to recover credits.. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 3. Number of students completing Individual Graduation Progress Plan and Career Assessment Survey. | Number to be established in Fall 2021. | | | | All students who are in Juvenile Hall longer than 15 days will receive an Individual Graduation Progress Plan and a career assessment survey. |
| 4. Number of English Learner (EL) reclassifications. | No EL students have been reclassified in the last three years. | | | | 10% of EL students will be reclassified annually. |
| 5. Instruction and materials aligned with Common Core State Standards (CCSS). | 100% of students standards based instruction and instructional materials. | | | | 100% of students receive standards based instruction and instructional materials. |
| 6. Number of students meeting or exceeding standard on SBAC. | No students met or exceeded standard on the last SBAC assessment administered. | | | | Continue to decrease points below meeting standard or meet standard.. |
| 7. Number of students on track to graduate with a high school diploma. | 3 Students graduated in 2019-20. | | | | All students will be able to transfer back to their home-district on track to graduate with their class or graduate from Endeavor/Voyager. |
| 8. Number of students receiving intervention and supports. | All students with an IEP receive interventions and supports identified on their IEP. | | | | Continue to ensure that all students with an IEP will receive interventions identified on their IEP. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 9. Growth on i-Ready assessments in ELA and Math. | To be established in Fall 2021. | | | | All Juvenile Hall students with valid scores will show individual growth between diagnostic assessments on ELA and Math for i-Ready and LAS Links assessments toward meeting or exceeding grade level. |
| 10. Number of students qualifying for modified graduation track or grade level reclassification. | All students in grades 11 and 12 will be screened; 9 students were qualified in 20-21 school year. | | | | All students in 11th and 12th grades will be assessed or screened to determine qualification for grade level reclassification or modified graduation requirements. |
| 11. Number of students enrolled in Career Technical Education (CTE) introductory welding course. | 0 students accessing virtual welding course during 20-21. | | | | Increase the number of students in the Cadet Academy taking virtual welding course will increase annually. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Address on-going Professional Development needs | Professional development for Endeavor/Voyager is designed around meeting the academic, social, and emotional needs of students to maximize academic achievement. Professional development will also focus on identifying and implementing best instructional practices principally directed at meeting the needs of Unduplicated Pupils. Professional development is designed for teachers, administrators, | $4,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | counselors, and other support staff. Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS. | | |
| **2** | Provide Credit Recovery Options for All Students | Students enrolled in Juvenile Hall come from various districts from Madera and other counties. Furthermore, the majority of students are significantly behind in credits. To help students recover the credits needed to fulfill the graduation requirement, online courses such as Odysseyware will be used. Students needing to complete A-G courses will also have the option. Teachers and instructional assistant will be able to provide additional support. Partial credits will be awarded for students who get released prior to the end of the semester. Academic counselor, counseling specialist, and administrator will ensure academic records are obtained in a timely manner. | $241,365.00 | No |
| **3** | Create Individual Progress Plans and Career Assessment Surveys | Academic Counselor will meet with all students in the Cadet Academy, and students enrolled in Endeavor for more than 15 days to complete Individual Progress Plan and Career Assessment Survey. Academic Counselor will also assist graduating high school students with registration at Madera Community College and completing FAFSA documents. | | No |
| **4** | Reclassify EL Students | To support EL students in achieving English Language reclassification, Juvenile Hall educational staff will use LAS Links English Language Proficiency Assessment as one of our local assessments to meet reclassification criteria. LAS Links provides English Language proficiency results in speaking, listening, reading, and writing domains. An ELPAC score of "4" is required for EL reclassification, along with three other criteria required by the state. The fourth criteria allows for use of local assessments for reclassification. The Program Director (Bilingual Coordinator), along with the academic counselor will review assessment results and | $40,334.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | consult with teacher. Parental opinion and consultation is also a requirement. Currently, 0% of these students have been reclassified in the last three school years. | | |
| **5** | Provide CCSS Curriculum and Materials for all students | Endeavor/Voyager will provide all students with high-quality standards aligned instructional support materials in ELA, Math, ELD, social science, and science. Materials will include textbooks, StudySynch (books and software), and other online software/curriculum, including Odysseyware. | $5,000.00 | Yes |
| **6** | Improve academic proficiency of SED Students on SBAC Math and ELA assessments | Based on poor academic achievement of SED students in ELA and Math, Endeavor/Voyager staff will provide instruction and instructional materials to support SED students' academic growth as measured by SBAC ELA and Math assessments. Summative SBAC and Interim Assessment Blocks (IABs) will be administered by teachers and results are to be analyzed by administrators, teachers, and academic counselors. Additional copies of instructional materials will be provided for students for home use. | $3,730.00 | Yes |
| **7** | Maintain students on track for Graduation | Counseling specialist to maintain communication with home districts of all students enrolled in Endeavor/Voyager to ensure appropriate credits are assigned and minimize loss of credits toward graduation. Academic Counselor to facilitate updated Credit Evaluation so that teachers can assign coursework. All students enrolled in Juvenile Hall at least 15 days are eligible to earn partial credits, which will be forwarded to home district upon release. | $1,000.00 | No |
| **8** | Support students with IEPs | All teachers receive a daily roster of students with IEPs, which allows teacher to make appropriate accommodations. In addition, the RSP teacher meets individually or in small groups with all students with IEPs. Regular communication between core academic teachers and RSP teacher ensures student is receiving appropriate support. | $4,590.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Support for students can be push-in or pull-out to provide additional options for students. | | |
| **9** | SED students to make academic progress as measured by i-Ready assessments | To support improved student academic performance, i-Ready assessments are used to show academic progress. Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. The instructional assistant will assist low-performing students with additional support. Additional instructional materials will be purchased to support classroom instruction, as needed. | $25,277.00 | Yes |
| **10** | Modify Graduation Requirements and Grade Level Reclassification | Academic Counselor to grade level reclassify all qualifying students based on credits earned, as opposed to years in high school. In addition, academic counselors screen students for AB2306 or other appropriate ABs to determine qualification for modified graduation requirements. Upon satisfying requirements for any of the programs, appropriate courses will be assigned, as the graduation requirements may change. Counselor to inform counseling specialist and teachers to ensure records are updated and enrollment in appropriate courses. | | No |
| **11** | Increase students completing CTE Introductory Course | In order to increase the number of students enrolled in CTE courses, an introduction to welding course will be provided to Juvenile Hall students due to a recent student survey (February 2021) in which 71.4% of students stated an interest in enrolling in a CTE Welding Course. To assist and implement this instruction in a safe manner within the Juvenile Hall building, virtual welders will be used. The virtual welders allow the CTE instructor to create a near-real life welding scenario in a safe environment for the learner in absence of an actual welding shop. The course will require hardware, software, materials and online resources. In addition, teacher will receive professional development to maximize use of virtual welders. | $39,433.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **12** | Maintain low student to teacher ratio | Student to teacher ratio should be 16:1, but during the 2020-21 school year, the ratio was below 7:1. Having an extra teacher allows students to receive increased support from all teachers, since their case loads are lower. SED students will improve academic achievement in ELA and Math through the increased support. | $129,522.00 | No |
| **13** | Maintain low student to teacher ratio | Student to teacher ratio should be 20:1, but during the 2020-21 school year, we were below 8:1. Having an extra teacher allows students to receive increased individualized support from all teachers, since the student to teacher ration is significantly lower. SED students will improve academic achievement in ELA and Math through the increased support. The additional teacher allows students to benefit from increased in-person course offerings. | $119,276.00 | Yes |

# Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | MCSOS will provide resources and services to to improve the social-emotional well-being of each student and provide a safe environment conducive to learning. |

An explanation of why the LEA has developed this goal.

Many incarcerated students have a history of academic struggles and high absenteeism rates. This goal aims to target the whole child to account for academic, social-emotional, and behavioral well-being.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. Student to teacher ratio. | Student to teacher ratio is 7:1 | | | | Maintain student to teacher ratio no greater than 12:1. |
| 2. Number of presentations to students annually. | Two presentations were made in school year 20-21 | | | | Maintain or increase presentations to students on topics of interest and need. |
| 3. Attendance rate. | Current attendance rate is 100% as measure by school attendance system | | | | Maintain 100% attendance. |
| 4. Facilities Inspection Tool (FIT) score | FIT in October 2020 scored Endeavor/Voyager in "Good Repair" | | | | Maintain FIT score of "good Repair" annually. |
| 5. Suspension rate. | Suspension rate was 2.6% in SY 19-20 per DataQuest | | | | Suspension rate will be 0% annually. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 6. Learning opportunities outside of the classroom. | In school year 19-20, 100% of students participated in classroom and extended learning opportunities, which included field trips, essay and poetry contest, as well as athletic competitions | | | | 100% of students will be encouraged to participate in classroom learning and extended learning opportunities. |
| 7. Percentage of students indicating a positive school environment | LCAP Survey in Spring 2021 data shows 95% of students feel encouraged to succeed | | | | 100% of students will state they are encouraged to succeed annually. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Maintain a low Teacher to Student Ratio | MCSOS will maintain a low teacher to student ratio to better support students academically, socially, emotionally, and behaviorally. Current is lower than 10:1 and will not exceed 7:1. In addition, an Instructional Assistant provides additional support to Unduplicated Students. Program Director maintains communication with Deputy Chief Probation Officer to discuss changes in student enrollment.<br><br>This Action is address in Goal 1, Action 12 | | No |
| **2** | Counseling Presentations | Academic counselors to present or invite guest presenters to provide information on resources and services available to students upon their release, and some that may be available during their incarceration. Information covers topics including, workforce, college registration, | | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | financial aid, Job Corps, and other topics of interest. In addition, Rotary Club speakers are invited by the ELA teacher to provide valuable information on resources in Madera County. Wreaths Across America is also invited to present, so that students can support the organizations efforts. | | |
| **3** | Increase Attendance Rate | Students in Juvenile Hall have historically high levels of truancy and academic struggles. All teachers will create a positive learning environment to encourage students to attend class. Although students are incarcerated, they have the option to not attend class. Teachers, academic counselor and program director to participate in Treatment Team meeting with Juvenile Hall staff to learn of issues and supports for students who are struggling with incarceration, which can impact school attendance. Meetings are held monthly. | $500.00 | No |
| **4** | Maintain access to technology | Students in Juvenile Hall will have access to online curriculum and resources in a a cybersafe environment and use technology appropriately. Students will be more prepared to access online assessments, such as ELPAC and SBAC state assessments, along with local assessments. In addition, online courses will allow students to stay on course to graduate in accordance with home district requirements. Teachers will have access to upgraded hardware and software to support student learning and academic proficiency. Professional Learning will continue to provide pedagogy and resources for all teachers and students. | $4,700.00 | No |
| **5** | Reduce Suspension Rate | Reduce suspensions by creating opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and communicated swiftly. Parent conferences help ground communication between home and school, as well as student report cards, progress reporting and regular calls home. Communication and collaboration with correctional staff will also contribute to students feeling more connected to school. | $3,500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | NOTE: Included in teachers' salary | | |
| **6** | Increase Student Participation | Extended learning opportunities, such as field trips and guest presentations for students have been well attended. Teachers will plan field trips and guest presenters that enhance student learning and increase connectedness to school. Field trips now allow for virtual access, which can also contribute to learning goals. | $1,000.00 | Yes |
| **7** | Maintain a Positive Learning Environment | When students feel physically, cognitively, and emotionally safe, they are better able to optimize their learning capacity. ParentSquare allows safe and effective communication between the school and students or parents. Teachers will teach, model, and practice social-emotional skills that promote a safe learning environment. Academic counselors will provide lessons on a variety of topics that affect social-emotional learning and better equip students to cope with challenges to academic achievement. Academic counselor, RSP teacher and school psychologist to provide services to students to support academic needs and teach skills to cope with difficulties. A small student to teacher ratio also contributes to positive school environment by allowing teachers to develop stronger teacher to student relationships. | $7,260.00 | Yes |

# Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | Increase parent involvement by developing meaningful partnerships and participation. |

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. Average number of FY caregiver participation in monthly workshops | To be established Fall 2021 | | | | On average, 25% of caregivers/parents will participate in monthly parent workshops |
| 2. Percentage of caregivers who believe they have the capacity to meet the educational and social-emotional needs of students in foster care (via Annual Caregiver feedback survey) | To be established Fall 2021 | | | | 100% of surveyed caregivers believe they have the capacity to meet the educational and social-emotional needs of students in foster care |
| 3. PowerSchool Log Entries | Teachers do not maintain call log in PowerSchool | | | | 100% of teachers will maintain communication log entries in PowerSchool. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 4. Attendance by parents to school events. | No parents attended school events or advisory committee meetings. | | | | Increase parent attendance to school events or advisory meetings by 10% annually. |
| 5. Number of parents using ParentSquare to communicate with school. | No parents completed surveys sent via Parent Square | | | | Increase parent participation/completion of school surveys by 10% annually. |
| 6. Number of EL students attending Endeavor/Voyager in parent advisory committees. | No parents of EL students attend parent advisory meetings | | | | Parent participation for EL students will increase at least 10% annually. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Build CAES Foster and Homeless parent/caregiver capacity to support the educational and social-emotional needs of youth. | Coordinate monthly workshops to inform caregivers about the unique needs of Foster and Homeless Youth. Workshop topics include AB490/McKinney-Vento, Overview of Resources and Support Services, Trauma Informed Strategies for Behavior at Home, Ensuring Healthy Relationships for Youth, Suicide Awareness, Supporting Youth through Early College Awareness and Preparation, the Special Education Process, and Human Trafficking Awareness; Ensure caregiver accessibility by providing virtual opportunities to participate. | $273,445.00 | No |
| **2** | Document Home-School Communication | Documentation of all communication in PowerSchool by teachers on a daily basis for students on their schedule. Administrators, counselors, and other support staff will also log communication with students on parents. Documentation will contribute to effective communication by all staff, especially administrators and academic counselors, while meeting with parents to discuss successes or concerns about their child's academic progress. | | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3** | Endeavor/Voyager School Events | Increase parent participation at school events and informational meetings to support identified needs of families. Voyager hosts Cadet Academy Graduation ceremonies throughout the year and parents will be invited to attend. Parents can attend athletic competitions or essay/poetry competitions as well. There are additional advisory committees that provide opportunities for students and families to provide input on programmatic improvements. Families requiring transportation will be provided tickets/vouchers to access transportation to attend school events. | $200.00 | No |
| **4** | Parents Attending School Events | Program Director to work with correctional staff to make accommodations for school/student related meeting to be held on-site to increase parent attendance. Input from families will help establish informational meeting topics of interest to provide families with resources and skills to support their student's academic and social-emotional needs. Partnerships with Madera County Department of Public/Behavioral Health will provide local resources accessible to families in Madera County. | | No |
| **5** | Promote School Communication with Families | ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used to contact all families. All communication will be translated to families' preferred languages, currently English and Spanish. Translations of announcements and documents through ParentSquare will also provide opportunities for parents to provide feedback through surveys distributed through ParentSquare. | | No |
| **6** | Increase feedback from EL Parents | MCSOS will increase participation of EL parents through personal invitations via phone calls from administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of EL reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications | $28,987.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | to the language of EL students' parents. Administrator, academic counselor, instructional assistant and support staff are Spanish-speaking, which is the primary language of more than 99% of EL students enrolled in Endeavor/Voyager. | | |

# Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 4 | Facilitate the county-wide coordination of services for the educational success of students in foster care. |

An explanation of why the LEA has developed this goal.

The educational outcomes of students in foster care continue to be of concern not only statewide, but, locally as well. A low percentage of students in foster care graduate from high school, and, although most Foster Youth say they want to go to college, very few do. Of those who enroll in a post-secondary program, very few successfully complete. Additionally, students in foster care often change placements, impacting their academic and social-emotional success and well-being. Students if foster care consistently perform low in ELA and Math state assessments. Ensuring students in foster care receive the necessary information and support to graduate from high school and to be prepared for college/career is vital. Due to 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. Providing LEAs and other stakeholders with information about the unique needs of Foster Youth, trainings, and support to develop their capacity to advocate for and support this group of youth is critical for the stability and success off our students in foster care.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. Percentage of LEA/district liaisons who feel they have the capacity to meet the academic and social-emotional needs of Foster Youth in their district (via Annual LEA feedback survey) | To be established Fall 2021 | | | | 100% of district liaisons feel they have the capacity to meet the academic and social-emotional needs of Foster Youth |
| 2. School mobility rate (as defined by number of school placement changes) | To be established Fall 2021 | | | | 50% of eligible Foster Youth who experience a change in home placement will remain in their school of origin |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | if it is in their best interest |
| 3. Number of stakeholder professional development and training opportunities provided in areas relevant to Foster Youth | 8 professional development and training opportunities provided in 19-20 and included in Foster Youth Services Coordinating Program (FYSCP) EOY Report data | | | | The number of professional development/training opportunities for liaisons and other stakeholders will be maintained or increased |
| 4. Development/sharing of best practices for immediate enrollment, school stability, engagement, grade/credit protection, and grade level transition support services. | Best practices in the identified areas have not been collected. | | | | Best practices for immediate enrollment, school stability, engagement, grade/credit protection, and grade level transition support services will be developed and disseminated to all district liaisons and relevant community stakeholders |
| 5. Number of Foster Youth served through case management services | 120 Foster Youth served in 19-20 | | | | 60% of Foster Youth will be served through case management services |
| 6. Number of liaisons who utilize the Foster Focus Database to track school mobility | 3 liaisons utilized Foster Focus Database in 19-20 | | | | 100% of district liaisons will utilize the Foster Focus database to track school mobility |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 7. Number of college visits and other student event/activity opportunities | 9 college visits and student events/activities held in 19-20 | | | | Opportunities to visit colleges and to participate in various student events/activities will be available for all Foster Youth in grades 1st-12th grade. Provide 10 opportunities per year |
| 8. Number of youth who participate in the Skills4Success work experience program | 12 youth participated in work experience program | | | | Maintain or increase the number of work experience opportunities for Foster Youth |
| 9. Number of students who participate in the annual College and Career Fair | 34 students participated in annual fair held in 18-19 school year | | | | 60% of all Foster Youth grades 7th-12th grade will participate in the annual College and Career Fair |
| 10. Number of seniors who participate in the Senior Support Workshop Series | No prior data. Baseline will be established 2021-22 | | | | 100% of seniors interested in completing the community college matriculation process will participate in the Senior Support Workshop Series |
| 11. Development and dissemination of best practices to ensure access to college/career readiness courses and services (i.e. | Best practices in the identified areas have not been collected | | | | Best practices to ensure access to college/career readiness courses and services (i.e. summer school, credit recovery, dual |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| summer school, credit recovery, dual enrollment, A-G and CTE courses, etc.) | | | | | enrollment, A-G and CTE courses, etc.) will be developed and disseminated to all liaisons and pertinent school staff |
| 12. Number of youth who participate in grade level transition and SEL activities | No prior data. Baseline will be established during the 2022-2023 SY as 2021-2022 will be used to research and gather best practices for the identification of services/activities. | | | | 100% of Foster Youth identified for SEL support will participate in SEL activities; 100% of Foster Youth in K, 6th, 8th, and 12th grades will receive grade level transition support |
| 13.Number of trauma-informed professional development and training opportunities | 4 trauma-informed professional development and training opportunities in 19-20 | | | | Maintain or increase the number of trauma-informed trainings and professional development opportunities for liaisons and other school staff |
| 14. Gathering and sharing of SEL resources with stakeholders | SEL resources have not been compiled | | | | SEL resources will be gathered and regularly shared with stakeholders and will be maintained/updated as necessary |
| 15.Development and sharing of best practices to increase Foster Youth access to school-based SEL | Best practices on how to increase Foster Youth access to school-based SEL resources and | | | | Best practices on how to increase Foster Youth access to school-based SEL resources and |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| resources and interventions | interventions have not been compiled | | | | interventions will be gathered and shared with liaisons and other pertinent school staff regularly and as requested |
| 16. Gathering and sharing of best practices/evidence-based mentoring programs | Best practices/evidence-based mentoring programs have not been compiled | | | | Best practices in mentoring and evidence-based mentoring program options will be gathered and shared with LEAs; support will be provided as requested for the development and implementation of local programs, services or activities |
| 17. Number of youth who participate in mentoring activities | No prior data. Baseline will be established during the 2022-2023 SY as 2021-2022 will be used to research and gather best practices/evidence-based program information for the identification of services/activities. | | | | 100% of Foster Youth identified for mentoring will participate in mentoring activities |
| 18. Average number of caregiver participation in monthly workshops | Average number of caregiver participation in monthly workshops | | | | On average, 25% of caregivers will participate in monthly parent workshops |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | is 21 participants in 19-20 | | | | |
| 19. Percentage of caregivers who believe they have the capacity to meet the educational and social-emotional needs of students in foster care (via Annual Caregiver feedback survey) | To be established Fall 2021 | | | | 100% of surveyed caregivers believe they have the capacity to meet the educational and social-emotional needs of students in foster care |
| 20. Average number of students who participate in quarterly College & Career Readiness Workshops | Average of 12 students participated in quarterly College & Career Readiness Workshops | | | | On average, 30% of Foster Youth in grades 7th-12th will participate in quarterly College & Career Workshops |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Build LEA capacity to support the educational needs of Foster Youth. | Provide professional development and training opportunities to LEAs in areas relevant to foster youth; gather and share best practices for immediate enrollment, school stability, youth engagement, grade/credit protection, engagement in extracurricular activities, etc.; Assist LEAs to review policies and practices in areas that impact foster youth (i.e. discipline, attendance, behavior, enrollment); gather and share grade-level transition support best practices and provide LEA assistance to implement transition support services; provide case management support; provide academic/tutorial support as requested; continue facilitating monthly Executive Advisory Council meetings. | $2,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2** | Ensure school stability by minimizing changes in school placement if in the best interest of the youth. | Provide accessibility to and training on Foster Focus (a Foster Youth database) to all liaisons to help monitor school mobility; Facilitate the completion and implementation of a county-wide interagency agreement that includes a best-interest determination check-list and a school of origin transportation plan and provide relevant stakeholders with training/overview of the agreement; develop and share best practices to increase school stability and provide staff training to implement school stability; continue facilitating monthly Executive Advisory Council meetings where stakeholders are able to discuss individual youth and work to ensure the best school placement option. | $9,000.00 | Yes |
| **3** | Develop and coordinate college and career readiness and awareness support services and activities. | Develop and share best practices to ensure access to summer school, credit recovery, dual enrollment, A-G and CTE enrollment, academic counseling, etc.; develop and provide support for grade level transition services; provide support for work experience opportunities; coordinate and facilitate post-secondary preparation support services and activities; provide case management support; coordinate college visits and other student event opportunities; coordinate and facilitate monthly caregiver workshops to ensure post-secondary preparation knowledge; coordinate and facilitate an annual College and Career Fair; coordinate and facilitate Senior Support workshops; coordinate other academic/social-emotional enrichment activities. | $10,800.00 | Yes |
| **4** | Build LEA capacity to support the social-emotional needs of Foster Youth. | Ensure staff working with Foster Youth have adequate knowledge, trauma-informed training, and resources to meet the SEL needs of Foster Youth; gather and share best practices on ways to increase access to and participation in available school-based SEL resources and intervention systems and extra-curricular activities; assist to review policies/practices to ensure that Foster Youth experiencing school discipline receive priority access to positive behavior supports, Pupil Services counseling, mental health services, and other positive behavior modification services; Provide assistance for case managers; research, gather and share best practices in mentoring programs and share with LEAs; support LEAs to develop and implement local mentoring programs as needed. | $5,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **5** | Build caregiver capacity to support the educational and social-emotional needs of Foster Youth. | Coordinate monthly workshops to inform caregivers about the unique needs of Foster Youth. Workshop topics include AB490, Overview of Resources and Support Services, Trauma Informed Strategies for Behavior at Home, Ensuring Healthy Relationships for Youth, Suicide Awareness, Supporting Youth through Early College Awareness and Preparation, the Special Education Process, and Human Trafficking Awareness; Ensure caregiver accessibility by providing virtual opportunities to participate. | $800.00 | Yes |

# Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| **5** | Facilitate the county-wide coordination of services for the educational success of students in foster care. |

An explanation of why the LEA has developed this goal.

In order to enhance the quality of life for all students, MCSOS ensures that expelled students are considered and included in this vision. That said, it will lead the coordination to develop the countywide Expelled Youth Plan to ensure the academic success of expelled youth and minimize learning loss as they transition from their home district to another school site, and back to their home district.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1.Madera County Student Expulsion Rate | Madera County currently has a 0.13% expulsion rate | | | | Maintain or reduce the expulsion rate annually. |
| 2. Annual Review of Plan | Meetings for updates are held every three years | | | | MCSOS will facilitate three meetings annually to review and monitor plan. |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Triennial Meetings | MCSOS will provide personnel for full cooperation to oversee and monitor the Expelled Youth Plan and lead the process on a triennial basis to develop this plan in collaboration with the nine districts in Madera County. The Executive Director, Career Alternative Education Services (CAES) Division, will lead the process with representatives from each of the other districts in Madera County. | $15,685.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2** | Annual Reviews | Annual review and monitoring of Expelled Youth Plan to ensure implementation and identify possible gaps, along with effective strategies for serving expelled youth. All efforts will be made to effectively support expelled students to return to district of residence by satisfactorily meeting the stipulations of the expulsion. | | |

# Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|---|---|
| 34.43% | $262,654 |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The actions included in the LCAP marked as contributing to the increased or improved services requirement for foster youth, English Learners, and socio-economically disadvantaged students are being provided on a site wide basis and are consistent with 5 CCR Section 15496(b). As described in the LCAP instructions, MCSOS has ensured they are principally directed towards Unduplicated Pupils and effective in meeting their needs as addressed within the goals and actions of this plan. Using the calculation tool provided by the state, MCSOS has calculated that it will received $262,654 in supplemental and concentration funding under the Local Control Funding Formula (LCFF). Currently MCSOS has $65,458 remaining S&C funds for usage. MCSOS is partnering with juvenile probation to identify other needs resulting from the COVID-19 pandemic to address student academic learning loss and social-emotional needs.

In determining the need for increased services for MCSOS's Unduplicated Pupils (socio-economically disadvantaged, English learners, foster youth), MCSOS examined valuable data for objective indicators of academic risk. Because the assessments that would normally be given in the Spring of 2020 were not able to reliably conducted, the most recent local data from i-Ready for English Language Arts and mathematics was used. Input from stakeholders was also a significant consideration in determining students' needs, actions, and potential effectiveness. for unduplicated student groups are monitored and reported internally and with stakeholders to ensure the focus and determination of effectiveness remains centered on the outcomes for these students.

2020-21 ELA i-Ready Diagnostic #2 data showed that 100% of Juvenile students are at least one below grade level their current grade level. 2020-21 Mathematics i-Ready Diagnostic #2 data showed that 100% of PTC students are at least two grade level or more below their current grade level. These scores, and 100% of PTC students being unduplicated students, shows a tremendous need due to the amount of students below grade level in mathematics and reading skills. MCSOS also referenced the available research on learning loss, which indicated that "Preliminary COVID slide estimates suggest students will return in the fall of 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." (NWEA, Collaborative for Student Growth, April, 2020). The details of the required justifications for how MCSOS is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions and Services section of this plan. The contributing titles are:

Goal 1, Action #1 - To meet the diverse learning needs of Juvenile Hall students and the deficiencies they currently possess, as based on i-Ready results (see data in attached files) and zero percent of students at or exceeding standard in mathematics on the CA Dashboard, increased and continuing professional development focused needs to be provided to all staff in the content area of mathematics. In the white paper, Raising Student Achievement Through Professional Development (see attached) from Generation Ready, effective professional development is: 1) Planned over time, sustained, rigorous and embedded within the context of the school; 2) Uses data to directly link to the school goals; 3) Is evidence-based and data driven both to guide improvement and measure impact; and 4) Is differentiated and ensures an intensive focus on the teaching learning relationship. Keeping in mind that 100% of Juvenile students are SED students, a practice of continued and responsive professional development provided by county office curriculum and instruction content specialists and site leaders will inform and address the needs of Juvenile Hall's greatest population. This focused professional development will help address Goal 1 by improving instructional practices through sustained trainings grounded in the current standards and frameworks, which will lead to greater achievement in mathematics and improved graduation rates. Growth and achievement will be measured through local assessments like i-Ready (measured by number of students below grade level) and on CAASPP data collected on the CA Dashboard (measured by growth toward standard).

Goal 1, Action #4 - To support EL students in achieving English Language reclassification, Juvenile Hall educational staff will use LAS Links English Language Proficiency Assessment as one of our local assessments to meet reclassification criteria. LAS Links provides English Language proficiency results in speaking, listening, reading, and writing domains. An ELPAC score of "4" is required for EL reclassification, along with three other criteria required by the state. The fourth criteria allows for use of local assessments for reclassification. The Program Director (Bilingual Coordinator), along with the academic counselor will review assessment results and consult with teacher. Parental opinion and consultation is also a requirement. Currently, 0% of these students have been reclassified in the last three school years.

Goal 1, Action #5 - Endeavor/Voyager will provide all students with high-quality standards aligned instructional support materials in ELA, Math, ELD, social science, and science. Materials will include textbooks, StudySynch (books and software), and other online software/curriculum, including Odysseyware.

Goal 1, Action #6 - Based on poor academic achievement of SED students in ELA and Math, Endeavor/Voyager staff will provide instruction and instructional materials to support SED students' academic growth as measured by SBAC ELA and Math assessments. Summative SBAC and Interim Assessment Blocks (IABs) will be administered by teachers and results are to be analyzed by administrators, teachers, and academic counselors. Additional copies of instructional materials will be provided for students for home use.

Goal 1, Action #9 - To support improved student academic performance, i-Ready assessments are used to show academic progress. Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. The instructional assistant will assist low-performing students with additional support. Additional instructional materials will be purchased to support classroom instruction, as needed.

Goal 1, Action #13 - Student to teacher ratio should be 20:1, but during the 2020-21 school year, we were below 8:1. Having an extra teacher allows students to receive increased individualized support from all teachers, since the student to teacher ration is significantly lower. SED students will improve academic achievement in ELA and Math through the increased support. The additional teacher allows students to benefit from increased in-person course offerings.

Goal 2, Action #6 - Extended learning opportunities, such as field trips and guest presentations for students have been well attended. Teachers will plan field trips and guest presenters that enhance student learning and increase connectedness to school. Field trips now allow for virtual access, which can also contribute to learning goals.

Goal 2, Action #7 - When students feel physically, cognitively, and emotionally safe, they are better able to optimize their learning capacity. ParentSquare allows safe and effective communication between the school and students or parents. Teachers will teach, model, and practice social-emotional skills that promote a safe learning environment. Academic counselors will provide lessons on a variety of topics that affect social-emotional learning and better equip students to cope with challenges to academic achievement. Academic counselor, RSP teacher and school psychologist to provide services to students to support academic needs and teach skills to cope with difficulties. A small student to teacher ratio also contributes to positive school environment by allowing teachers to develop stronger teacher to student relationships.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of the unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified needs. All actions were developed using a careful analysis of data and input from stakeholders. These contributing actions are principally directed toward the unduplicated student population to help them be effective in meeting the identified LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is directed toward the unduplicated student population and effective in helping close equity and performance gaps, and meet the goals of MCSOS. MCSOS incorporated the language required by 5 CCR Section 15496 into the description of each specific actions language because each response is unique and specific to each contributing action in this plan. MCSOS's intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique site-wide action. These actions and services are being performed on a schoolwide basis in order to increased their overall efficiency and effectiveness.

## Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|
| $350,704.00 | $47,659.00 | $95,882.00 | $482,659.00 | $976,904.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---|---|---|
| Totals: | $858,164.00 | $118,740.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Low Income | Address on-going Professional Development needs | $2,000.00 | | | $2,500.00 | $4,500.00 |
| 1 | 2 | All | Provide Credit Recovery Options for All Students | $158,463.00 | | | $82,902.00 | $241,365.00 |
| 1 | 3 | All | Create Individual Progress Plans and Career Assessment Surveys | | | | | |
| 1 | 4 | English Learners | Reclassify EL Students | | | | $40,334.00 | $40,334.00 |
| 1 | 5 | Low Income | Provide CCSS Curriculum and Materials for all students | $5,000.00 | | | | $5,000.00 |
| 1 | 6 | Low Income | Improve academic proficiency of SED Students on SBAC Math and ELA assessments | $3,730.00 | | | | $3,730.00 |
| 1 | 7 | All | Maintain students on track for Graduation | $1,000.00 | | | | $1,000.00 |
| 1 | 8 | Students with Disabilities | Support students with IEPs | $4,590.00 | | | | $4,590.00 |
| 1 | 9 | Low Income | SED students to make academic progress as measured by i-Ready assessments | | | | $25,277.00 | $25,277.00 |
| 1 | 10 | All | Modify Graduation Requirements and Grade Level Reclassification | | | | | |
| 1 | 11 | All | Increase students completing CTE Introductory Course | $24,000.00 | | | $15,433.00 | $39,433.00 |
| 1 | 12 | All | Maintain low student to teacher ratio | | | | $129,522.00 | $129,522.00 |
| 1 | 13 | Low Income | Maintain low student to teacher ratio | $119,276.00 | | | | $119,276.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 2 | 1 | All | Maintain a low Teacher to Student Ratio | | | | | |
| 2 | 2 | All | Counseling Presentations | | | | | |
| 2 | 3 | All | Increase Attendance Rate | $500.00 | | | | $500.00 |
| 2 | 4 | All | Maintain access to technology | $4,700.00 | | | | $4,700.00 |
| 2 | 5 | All | Reduce Suspension Rate | $3,500.00 | | | | $3,500.00 |
| 2 | 6 | Low Income | Increase Student Participation | $1,000.00 | | | | $1,000.00 |
| 2 | 7 | Low Income | Maintain a Positive Learning Environment | $7,260.00 | | | | $7,260.00 |
| 3 | 1 | All | Build CAES Foster and Homeless parent/caregiver capacity to support the educational and social-emotional needs of youth. | | $47,659.00 | $95,882.00 | $129,904.00 | $273,445.00 |
| 3 | 2 | All | Document Home-School Communication | | | | | |
| 3 | 3 | All | Endeavor/Voyager School Events | | | | $200.00 | $200.00 |
| 3 | 4 | All | Parents Attending School Events | | | | | |
| 3 | 5 | All | Promote School Communication with Families | | | | | |
| 3 | 6 | All | Increase feedback from EL Parents | | | | $28,987.00 | $28,987.00 |
| 4 | 1 | Foster Youth | Build LEA capacity to support the educational needs of Foster Youth. | | | | $2,000.00 | $2,000.00 |
| 4 | 2 | Foster Youth | Ensure school stability by minimizing changes in school placement if in the best interest of the youth. | | | | $9,000.00 | $9,000.00 |
| 4 | 3 | Foster Youth | Develop and coordinate college and career readiness and awareness support services and activities. | | | | $10,800.00 | $10,800.00 |
| 4 | 4 | Foster Youth | Build LEA capacity to support the social-emotional needs of Foster Youth. | | | | $5,000.00 | $5,000.00 |
| 4 | 5 | Foster Youth | Build caregiver capacity to support the educational and social-emotional needs of Foster Youth. | | | | $800.00 | $800.00 |
| 5 | 1 | All | Triennial Meetings | $15,685.00 | | | | $15,685.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| **5** | **2** | | Annual Reviews | | | | | |

## Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|---|---|---|
| **Total:** | $138,266.00 | $233,977.00 |
| **LEA-wide Total:** | $119,276.00 | $146,876.00 |
| **Limited Total:** | $0.00 | $0.00 |
| **Schoolwide Total:** | $18,990.00 | $87,101.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| **1** | **1** | Address on-going Professional Development needs | Schoolwide | Low Income | | $2,000.00 | $4,500.00 |
| **1** | **4** | Reclassify EL Students | Schoolwide | English Learners | | | $40,334.00 |
| **1** | **5** | Provide CCSS Curriculum and Materials for all students | Schoolwide | Low Income | All Schools | $5,000.00 | $5,000.00 |
| **1** | **6** | Improve academic proficiency of SED Students on SBAC Math and ELA assessments | Schoolwide | Low Income | All Schools | $3,730.00 | $3,730.00 |
| **1** | **9** | SED students to make academic progress as measured by i-Ready assessments | Schoolwide | Low Income | | | $25,277.00 |
| **1** | **13** | Maintain low student to teacher ratio | LEA-wide | Low Income | All Schools | $119,276.00 | $119,276.00 |
| **2** | **6** | Increase Student Participation | Schoolwide | Low Income | | $1,000.00 | $1,000.00 |
| **2** | **7** | Maintain a Positive Learning Environment | Schoolwide | Low Income | | $7,260.00 | $7,260.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| **4** | **1** | Build LEA capacity to support the educational needs of Foster Youth. | LEA-wide | Foster Youth | All Schools | | $2,000.00 |
| **4** | **2** | Ensure school stability by minimizing changes in school placement if in the best interest of the youth. | LEA-wide | Foster Youth | All Schools | | $9,000.00 |
| **4** | **3** | Develop and coordinate college and career readiness and awareness support services and activities. | LEA-wide | Foster Youth | All Schools | | $10,800.00 |
| **4** | **4** | Build LEA capacity to support the social-emotional needs of Foster Youth. | LEA-wide | Foster Youth | All Schools | | $5,000.00 |
| **4** | **5** | Build caregiver capacity to support the educational and social-emotional needs of Foster Youth. | LEA-wide | Foster Youth | All Schools | | $800.00 |

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|---|---|---|---|---|---|
| | | | | | |

| Totals: | Planned Expenditure Total | Estimated Actual Total |
|---|---|---|
| Totals: | | |

# Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

***General Information*** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

***Reflections: Successes*** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

***Reflections: Identified Need*** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

***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.
- **Support for Identified Schools**: Describe how the LEA has or will support 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.
- **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.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1**: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

**Prompt 2**: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3**: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

***Broad Goal***
**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

***Maintenance of Progress Goal***
**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal**: Explain how the actions will sustain the progress exemplified by the related metrics.

***Measuring and Reporting Results:***
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22**. |

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

***Actions***: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

***Goal Analysis:***

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

## Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

***Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:*** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

***Required Descriptions:***

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

**Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

**"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."**

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

# Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Madera County Superintendent of Schools (Endeavor / Voyager) | Hugo Sanchez<br>Program Director - Career and Alternative Education Services | hsanchez@mcsos.org<br>(559) 662-6211 |

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# 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: | Priority 1: Basic (Conditions of Learning)<br>Priority 2: State Standards (Conditions of Learning)<br>Priority 4: Pupil Achievement (Pupil Outcomes)<br>Priority 7: Course Access (Conditions of Learning)<br>Priority 8: Other Pupil Outcomes (Pupil Outcomes)<br>Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)<br>Priority 10: Foster Youth – COEs Only (Conditions of Learning) |
| Local Priorities: | N/A |

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Individual Graduation Progress plan<br>**19-20**<br>100% of students will be put on individual graduation progress plan<br>**Baseline**<br>All students in the Cadet Academy and students with longer sentences will have an Individual Graduation Progress Plan. | CAES academic counselor met each weekly 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. In addition, screening for eligibility for modified graduation requirements was part of these meetings. Graduation plan involves probation, behavioral health services and other appropriate agencies as needed to ensure the best opportunity for support and success |
| **Metric/Indicator**<br>Career interest Assessment Juvenile Hall.<br>**19-20** | The CAES Counseling Department and Leadership Team has created a survey but full implementation has been limited due to technical issues with making the survey available as a digital format. Additional options are currently being surveyed. Despite |

| Expected | Actual |
|---|---|
| 100% of students in the facility for more than 15 days will be given career interest survey<br>**Baseline**<br>To be Developed-No current data | school closures resulting from COVID-19, student surveys were administered to all students in Juvenile Hall. |
| **Metric/Indicator**<br>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<br>**19-20**<br>100% of students in cadet academy will be given career assessment survey<br>**Baseline**<br>To Be Developed-No current data | The career assessment of the California Career Zone was given to all students in cadet academy per the planned action. |
| **Metric/Indicator**<br>EI student reclassification<br>**19-20**<br>All EL students will take the ELPAC and be evaluated on reclassification criteria<br>**Baseline**<br>There is no relevant data for Alternative school reclassification due to the short term placement of students in the programs. To be established | The CAES Counseling Team and EL Program Director, have identified all students who qualify for EL support. All teachers in the CAES division were trained during designated Professional Growth and Development days and given follow-up support to ensure all students received appropriate integrated and designated ELD instruction. |
| **Metric/Indicator**<br>Standards Aligned Instructional Materials<br>**19-20**<br>100% of students access to Standards aligned instructional materials. Students will improve grades and more credits will be earned.<br>**Baseline**<br>100% students have access to Standards aligned instructional materials. Reported on Williams Annual Report New curriculum purchased, and staff has continued to receive professional | 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<br>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. |

| Expected | Actual |
| --- | --- |
| development in EL, common core, and other engagement strategies. | |
| **Metric/Indicator**<br>State adopted content and performance standards<br>**19-20**<br>100% of students will receive instruction based on State adopted Common Core State Standards<br>**Baseline**<br>100% of students will receive instruction based on State adopted Common Core State Standards | All students received state adopted content and performance standards-based instruction. When schools closed for COVID-19 pandemic, direct instruction was discontinued, but students continued to receive standards-aligned materials. |
| **Metric/Indicator**<br>Broad course of study<br>**19-20**<br>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<br>**Baseline**<br>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 | Based on the need to improve/increase student achievement in Math and ELA, the focus for professional development was given to English Language Arts and Math professional growth and development. Teachers received two full days of training from the ELA/ ELD Director from MCSOS, focusing on writing and reading strategies. Other professional developments were focused on EL strategies, problem--based learning, use of Google Classroom, Reading and Writing strategies, higher levels of DOK (Depth of Knowledge) and Formative assessments / checking for understanding. In addition, i-Ready assessments in ELA and Math provided proficiency levels and assigned prescriptive lessons to support each student's subskill weaknesses. |
| **Metric/Indicator**<br>Targeted support for Special Education students<br>**19-20**<br>Maintain Special Education support of each SPED student<br>**Baseline**<br>All SPED students receive targeted support and appropriate special education service | All SPED students received targeted support and appropriate special education services. |
| **Metric/Indicator**<br>State CAASSP<br>**19-20** | N/A - CAASPP Testing suspended for the year 2019-20. |

| Expected | Actual |
| --- | --- |
| State CAASPP Alternative Schools do not receive school score All students with valid scores will show individual growth on ELA and Math tests<br>**Baseline**<br>CAASSP 2018-19 scores | |
| **Metric/Indicator**<br>API<br>**19-20**<br>Discontinued. API is no longer calculated and schools do not receive a score<br>**Baseline**<br>2018-19 CAASPP Scores | N/A - CAASPP Testing suspended for the year 2019-20. |
| **Metric/Indicator**<br>UC / CSU eligibility<br>**19-20**<br>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<br>**Baseline**<br>Alternative School does not offer A-G classes | Endeavor/Voyager Alternative Educational School does not offer A-G courses but were available through online courses for students that planned to complete those courses through their home districts. |
| **Metric/Indicator**<br>ELPI<br>**19-20**<br>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<br>**Baseline**<br>Alternative School does not receive ELPI score. Establish baseline score for reclassification for students in the Academy. | Endeavor/Voyager Alternative Educational School did not receive ELPI, since summative ELPAC not administered in Spring 2020 due to school closures. |

| Expected | Actual |
| --- | --- |
| **Metric/Indicator**<br>AP Exams<br>**19-20**<br>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<br>**Baseline**<br>Alternative School does not offer AP classes | Endeavor/Voyager Alternative Educational School did not offer AP classes. |
| **Metric/Indicator**<br>EAP<br>**19-20**<br>Alternative School does not receive EAP score<br>**Baseline**<br>Alternative School does not receive EAP score | Endeavor/Voyager Alternative Educational School does not receive EAP scores. |
| **Metric/Indicator**<br>Graduation Credit recovery<br>**19-20**<br>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.<br>**Baseline**<br>Maintain student credit status for graduation at minimum. Earn additional credits to close gap when possible | CAES Counselors work with Program Manager to maintain student credit status for graduation as a minimum requirement and earn additional credits to close gap when possible. Many students enrolled in Juvenile Hall have been grade level reclassified based on number of credits instead of years in high school. Very few students are enrolled for an entire school year. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | 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 postsecondary options are explored. The staff and designated counselor will implement the individual plan for students in the cadet academy. | 1.1 - Salary & Benefits ($3200 Inc in 1.1) 1000-1999: Certificated Personnel Salaries LCFF Base $4,000 | 1000-1999: Certificated Personnel Salaries LCFF Base $4,100 |
| 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. | 1.2 - Salary & Benefits ($6,400 inc in 1.1) 1000-1999: Certificated Personnel Salaries LCFF Base $6,400<br>Salary & Benefits 3000-3999: Employee Benefits LCFF Base $3,200<br>Services 5000-5999: Services And Other Operating Expenditures LCFF Base $1,000 | 1000-1999: Certificated Personnel Salaries LCFF Base $6,600<br>3000-3999: Employee Benefits LCFF Base $3,400<br>5000-5999: Services And Other Operating Expenditures LCFF Base $700 |
| 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. | 1.3 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $500<br>3000-3999: Employee Benefits LCFF Supplemental and Concentration $6,000<br>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $3,500<br>3000-3999: Employee Benefits LCFF Supplemental and Concentration $2,600 | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $500<br>3000-3999: Employee Benefits LCFF Supplemental and Concentration $6,000<br>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $3,500<br>3000-3999: Employee Benefits LCFF Supplemental and Concentration $2,800 |
| Improve the implementation of ELA standards, best instruction, and monitoring of EL 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 Cadet Academy to ensure that these | 1.4 3000-3999: Employee Benefits LCFF Base $4,300 | 3000-3999: Employee Benefits LCFF Supplemental and Concentration $4,400 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| students are accessing curriculum, receiving additional support and acquiring the language, which will facilitate their reclassification. | 5000-5999: Services And Other Operating Expenditures LCFF Base $5,950 | 5000-5999: Services And Other Operating Expenditures LCFF Base $4,300 |
| 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 to access standards-aligned materials for students with special needs. | 1.5 1000-1999: Certificated Personnel Salaries LCFF Base $201,900<br>3000-3999: Employee Benefits LCFF Supplemental and Concentration $70,200<br>1000-1999: Certificated Personnel Salaries Title I $163,600 | 1000-1999: Certificated Personnel Salaries LCFF Base $211,785<br>3000-3999: Employee Benefits LCFF Supplemental and Concentration $101,232<br>1000-1999: Certificated Personnel Salaries Title I $133,433 |
| MCSOS will recruit and retain appropriately credentialed teachers. | 1.6 - Services & Travel 5000-5999: Services And Other Operating Expenditures LCFF Base $5,100<br>Services & Travel 5000-5999: Services And Other Operating Expenditures LCFF Base $2,100<br>Salary & Benefits 3000-3999: Employee Benefits LCFF Base $21,400 | 5000-5999: Services And Other Operating Expenditures LCFF Base $743<br>5000-5999: Services And Other Operating Expenditures LCFF Base $0<br>3000-3999: Employee Benefits LCFF Base $24,000 |
| 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. | 1.7 - $5,200 5000-5999: Services And Other Operating Expenditures Title II $5,200 | 5000-5999: Services And Other Operating Expenditures Title II $600 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for Actions/Services that were or not implemented were used to support students, families, teachers, and staff, in the following ways:

1.5 - Overspent = $10,750 (CCSS ELA/ELD StudySych Curriculum Purchased)
1.6 - Underspent = $26,900 (No Summer School during COVID-19 school closure)
1.7 - Underspent = $4,600 (No travel for PD during COVID-19 school closure)

Funds for actions not implemented will be carried forward to 2021-22 to support the needs of Unduplicated Pupils.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

There were many successes and challenges in implementing the actions/services to achieve these actions for Goal #1. Distinct challenges to reaching all students, including the unduplicated incarcerated students not having at-home academic supports they would have had otherwise due COVID-19 school closures. Teachers, academic counselors, and administrators increased communication with correctional staff and probation leadership to insure appropriate academic supports were available to all students in Juvenile Hall. CAASPP and i-Ready testing was suspended due to SB 98 as a result of the COVID-19 pandemic. That said, all students and teachers were required to rely exclusively on "Paper packets" for students to work on from "home" (open pods) until the Distance Learning Model, until cohort instruction in October 2020. Successes of achieving Goal #1 include being able to do a needs assessment via parent surveys for all students. Surveys were provided to students electronically, and available to parents in print. The feedback from the communities revealed the necessity of electronic devices and connectivity from home, where 2/3 of families stated they needed either a device, hotspot or both. In addition, individual graduation appointments were held to honor students who had completed their requirements, in a safe, individualized format, which allowed parents to attend for their children. Finally, teachers and instructional staff received additional training and professional growth and development in the areas of ELA / ELD, SEL and Technology integration, for the Distance Learning Model rollout for the Fall of 2020.

# 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: | Priority 1: Basic (Conditions of Learning)<br>Priority 5: Pupil Engagement (Engagement)<br>Priority 6: School Climate (Engagement)<br>Priority 7: Course Access (Conditions of Learning)<br>Priority 8: Other Pupil Outcomes (Pupil Outcomes)<br>Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)<br>Priority 10: Foster Youth – COEs Only (Conditions of Learning) |
| Local Priorities: | N/A |

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Teacher-Student ratio<br>**19-20**<br>Maintain a 1:12 student to teacher ratio<br>**Baseline**<br>teacher-student ratio = 1:12 | The Endeavor/Voyager Program maintains a low teacher to pupil ration of 1:12 or below. |
| **Metric/Indicator**<br>Presentations to help students be more connected to their community<br>**19-20**<br>Two presentations will be given each year.<br>**Baseline**<br>Two presentations | Two presentations were given this year. However, spring presentations were done through Zoom videoconferencing platform. |
| **Metric/Indicator**<br>School Attendance Rates | Although students have the option to not attend class, attendance remained greater than 99%. Some of the absences resulted from |

| Expected | Actual |
| --- | --- |
| **19-20**<br>100% attendance<br>**Baseline**<br>Attendance is mandatory (see above) Attendance baseline in 99.8% | court appearances or COVID-19 precautionary isolation. Students in isolation did not have in-person contact with correctional staff or teachers, so many struggled with completing work. |
| **Metric/Indicator**<br>Chronic Absenteeism<br>**19-20**<br>0%<br>**Baseline**<br>None. Due to mandatory attendance requirement | Although students have the option to not attend class, attendance remained greater than 99%. Some of the absences resulted from court appearances or COVID-19 precautionary isolation. Students in isolation did not have in-person contact with correctional staff or teachers, so many struggled with completing work. There were not any students considered chronically absent. |
| **Metric/Indicator**<br>High School Drop Out Rates<br>**19-20**<br>0%<br>**Baseline**<br>None<br>While in Juvenile Hall and Correctional Academy all students are required to maintain enrollment | Endeavor/Voyager students are required to be enrolled in school but have the option to not attend class. Aside from the great relationships that students establish with their teachers, another motivator is the potential effect increased absences can have on their probation status. |
| **Metric/Indicator**<br>High School Graduations Rates<br>**19-20**<br>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.<br>**Baseline**<br>No school data available for program- see above Identified Need). | According to CDE Dashboard, 4/5 students (26.7%) graduated in 2019. |

| Expected | Actual |
| --- | --- |
| **Metric/Indicator**<br>Pupil Suspension Rates<br>**19-20**<br>0%<br>**Baseline**<br>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 | DataQuest data indicated 3.6% students suspended at least once in 2018-19, an increase from 2017-18, However, in school year 2019-20 the suspension rate decreased by 1.3%. |
| **Metric/Indicator**<br>Pupil Expulsion Rates<br>**19-20**<br>0%<br>**Baseline**<br>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. | There were no expulsions. DataQuest data indicated 3.6% students suspended at least once in 2018-19, an increase from 2017-18, However, in school year 2019-20 the suspension rate decreased by 1.3%. |
| **Metric/Indicator**<br>School Climate and Safety<br>**19-20**<br>Outcome for 2019-20 Maintain 95% on "safe or not unsafe" Score 90% on "supportive learning environment"<br>**Baseline**<br>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 | More than 90% of students indicated feeling safe at school, as indicated on survey administered in Spring 2020. |
| **Metric/Indicator**<br>School Facilities Inspection Tool<br>**19-20**<br>Maintain facility status "good repair" | Facilities for Juvenile Hall and the Correctional Academy are maintained by County Probation Department are kept in “good care” per inspection of MCSOS inspection |

| Expected | Actual |
|---|---|
| **Baseline**<br>Facilities for Juvenile Hall and the Correctional Academy are maintained by County Probation Department are kept in “good care” per inspection of MCSOS inspection | |
| **Metric/Indicator**<br>Designate a CAES Counselor to work specifically with the students in the cadet academy.<br>**19-20**<br>Maintain Counselor<br>**Baseline**<br>One Counselor | One CAES academic counselor is assigned to Endeavor / Voyager. |
| **Metric/Indicator**<br>Middle School Drop Out Rate<br>**19-20**<br>N/A<br>**Baseline**<br>N/A. While in Juvenile Hall and Correctional Academy, all students are required to maintain enrollment | While in Juvenile Hall and Correctional Academy, all students are required to maintain enrollment |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 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 Cadet Academy will create a safe learning environment, not to exceed a 15:1 student to teacher ratio. This number will remain in compliance with Title 15 and the California Educational Code. | 2.1 1000-1999: Certificated Personnel Salaries LCFF Base $202,000<br>3000-3999: Employee Benefits LCFF Supplemental and Concentration $70,200<br>3000-3999: Employee Benefits LCFF Supplemental and Concentration $1,800 | salaries already in goal 1 1000-1999: Certificated Personnel Salaries LCFF Base $118,210<br>3000-3999: Employee Benefits LCFF Supplemental and Concentration $32,813<br>3000-3999: Employee Benefits LCFF Supplemental and Concentration $1,876 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | 3000-3999: Employee Benefits LCFF Supplemental and Concentration $1,900 | 3000-3999: Employee Benefits LCFF Supplemental and Concentration $1,876 |
| Teachers will prepare one presentation each semester for students to gain a greater sense of connection and responsibility to the community. | 2.2 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $9,600<br>4000-4999: Books And Supplies LCFF Supplemental and Concentration $5,100<br>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $5,100 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $10,200<br>4000-4999: Books And Supplies LCFF Supplemental and Concentration $800<br>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $250 |
| A CAES academic counselor will work with students through graduation from high school to develop a greater sense of trust of people and resources in the CAES division and community. | 2.3 1000-1999: Certificated Personnel Salaries LCFF Base $6,100<br>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $13,100<br>4000-4999: Books And Supplies LCFF Supplemental and Concentration $25,200<br>Speakers 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $20,900 | 1000-1999: Certificated Personnel Salaries LCFF $6,200<br>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $13,200<br>4000-4999: Books And Supplies LCFF Supplemental and Concentration $11,446<br>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $0 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

2.1 - (Salaries are included in Goal 1)
2.2 - Underspent = $8,550 (Due to COVID-19 school closure, this action could not be completed in second semester.)
2.3 - Underspent = $34,454 (Budgeted expenditures identified were higher than actual needs. Speaker services could not implemented due to COVID-19 school closures.)

Goal 2 Action Salaries are included in Goal 1. Due to the COVID-19 pandemic, part of Goal 2 Action 2 was not completed as a result of school closures. Madera County Juvenile Probation Department limited contacts with probationary youth, resulting in fewer arrests for probation violations, and new arrests were for more serious charges only. This contributed to one of the lowest student to teacher ratio in many years, as low as 6:1. However, presentations on graduation requirements, Job Corps, career exploration, and community service were given in the first semester. In addition, all enrichment and extension field trips, essay and poetry contests were cancelled. Since correctional staff fulfilled the role of parents during school closures, teachers and other educational staff communicated daily to monitor student progress and collect or distribute work packets. Academic counselors met with students virtually through the Zoom platform, ensuring that progress toward graduation was monitored and appropriate courses were assigned. All students requiring specialized services received weekly support from from an RSP teacher. Finally, MCSOS was able to conduct an annual climate survey, which indicated the percentage of students who felt safe (90%+) at school, despite being incarcerated. MCSOS had provided professional learning focusing on building strong teacher to student relationships, which has also contributed to a positive school climate. MCSOS provided resources and services to improve the social and emotional well-being of each student to create a safe learning environment upon returning to in-person instruction. Facilities Inspection Tool (FIT) evaluated Juvenile Hall to be in "Good Repair." Funds for actions not implemented will be carried forward to 2021-22 to support the needs of Unduplicated Pupils.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A description of the successes and challenges in implementing the actions/services to achieve Goal #2 were similar to the actions and services. Due to the COVID-19 pandemic, many services were implemented but in alternative and supplemental manners. Implementation of Distance Learning Model, required all enrichment and extension field trips were cancelled. However, students in the Cadet Academy were able to participate in virtual poetry and essay contest with other students from the Central Valley. Another challenge during the pandemic, was was in meeting the needs of unduplicated students since in-person support was not available. In order to overcome this challenge, teachers, academic counselors, and administrators worked more closely with correctional staff to (in loco parentis) ensure meeting the needs of students. The pandemic created the greatest challenges for newly incarcerated students, who had to be in isolation for 14 days, per COVID-19 regulations. Another success in receiving feedback and input from parents was being able to conduct an annual climate survey to meet the local indicator and maintain the level of students who felt safe upon return. Although parent contact (virtual) was available more regularly, parents expressed safety concerns for their children. MCSOS provided

informational workshops to address safety precautions in place, as well as protocols to prevents outbreaks.  During the school closures, not one Juvenile Hall or Cadet Academy student was infected with COVID-19.  Finally, MCSOS was also able to provide resources and services to improve the social and emotional well--being of each student to provide a safe learning environment during the 2020-2021 school year. The annual FIT report rated Juvenile Hall classrooms in good repair and had appropriate supply of PPE for all staff and students.

# Goal 3

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

State and/or Local Priorities addressed by this goal:

| | |
|---|---|
| State Priorities: | Priority 3: Parental Involvement (Engagement)<br>Priority 4: Pupil Achievement (Pupil Outcomes)<br>Priority 5: Pupil Engagement (Engagement)<br>Priority 6: School Climate (Engagement)<br>Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)<br>Priority 10: Foster Youth – COEs Only (Conditions of Learning) |
| Local Priorities: | N/A |

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Parent contacts for cadet academy students.<br>**19-20**<br>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.<br>**Baseline**<br>Two contacts per semester | Two contacts per semester with follow up phone calls for progress. |
| **Metric/Indicator**<br>Parent participation on formal committees and informal events to provide input in making school decisions<br>**19-20**<br>Parent participation will maintain in 2018-19 to include at least two parents on site council. Parent attendance at workshops will total five parents<br>**Baseline**<br>To be established | All parents are invited to participate in combined CAES School Site Council (SSC) which meets quarterly. Teachers and correctional staff are also part of the SSC and some are voting members. Some parents do not participate while their child is incarcerated because their sentence is seldom longer than a year. Instead, some parents choose to participate and provide input once their student enrolls in another CAES school. |

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Transitional meetings for cadet academy students.<br>**19-20**<br>All parents of students who are transitioning from the cadet academy will participate in a transitional meeting that involves Probation and appropriate agencies.<br>**Baseline**<br>To Be determined Meeting for all students involving Madera County Probation and agencies | All parents of students who are transitioning from the cadet academy, participate in a transitional meeting that involves Probation and all appropriate agencies. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| The staff at Juvenile Hall and the Cadet Academy will communicate effectively 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. Bilingual services will be available to parents in all communications and at meetings, including all IEPs. | 3.1 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $4,650<br>4000-4999: Books And Supplies LCFF Supplemental and Concentration $100 | 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $4,800<br>4000-4999: Books And Supplies LCFF Supplemental and Concentration $200 |
| 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. | 3.2 5000-5999: Services And Other Operating Expenditures LCFF Base $5,500<br>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $6,300<br>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $4,700<br>4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,000 | 5000-5999: Services And Other Operating Expenditures LCFF Base $4,800<br>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,200<br>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $4,800<br>4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,200 |

| Planned Actions/Services | Budgeted Expenditures | 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. | 3.3 1000-1999: Certificated Personnel Salaries LCFF Base $4,000 | 1000-1999: Certificated Personnel Salaries LCFF Base $4,200 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

3.2 - Underspent = $5,500 (explanation below)

MCSOS was able to provide effective communication with parents for all students in their home languages regarding school administration, activities, student progress and concerns. Funds allocated for these expenditures were utilized to ensure that effective communication would occur through personal phone calls home, an updated and maintained website, mailers regarding educational and health matters, quarterly progress reports and semester report cards. Bilingual services for all parent meetings, including IEPs , 504's, SSTs and parent conferences, were provided as well. However, due to the COVID-19 pandemic, community family events, back to school, in-person conferences and stake-holder meetings, were not held for safety reasons. Funds for actions not implemented will be carried forward to 2021-22 to support the needs of Unduplicated Pupils.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Some of the successes and challenges in implementing actions/services to achieve the goal in 2019-20 came primarily from COVID-19 pandemic. Daily communication with correctional staff was paramount as getting status updates on students was not possible directly from the teachers. Parents were allowed to communicate virtually with their child, which was not the norm prior to school closures. In order gain a better understanding of parent concerns, MCSOS developed a needs assessment survey, which was sent out to all parents in paper form, while students completed the survey while in custody. As a result, greater resources were committed to updated technology and programs. The success of this implementation of technology, provided better tools for Distance Learning, which was also required for cohort instruction provisions. Finally, all stakeholder (SSC, ELAC, LCAP and PAC) meetings were facilitated virtually, via the Zoom platform and proved to be a success. This arrangement allowed for parents to access all meetings with a telephone if they did not have access to technology, and facilitated participation of parents with mobility issues.

# 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: | Priority 6: School Climate (Engagement)<br>Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)<br>Priority 10: Foster Youth – COEs Only (Conditions of Learning) |
| Local Priorities: | N/A |

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Number of cohort meetings and campus visits/special events conducted.<br>**19-20**<br>Provide 22 foster youth meetings, college visits, and special events.<br>**Baseline**<br>22 cohort meetings/campus visits/special events. | Of the 22 cohort meetings / campus visits / special events, planned for 2019-20, 45% were accomplished this year. Students visited various colleges and universities including California State University, Monterey Bay, Academy of Art University, Fresno City College, Reedley College, and Madera Community College. In addition, students had the opportunity to participate in two of four scheduled quarterly College and Career Readiness workshops where they learned about high school graduation requirements, A-G requirements, and became familiar with the four systems of higher education in California including the community college, California State University, University of California, and private system. The remaining two workshops and several remaining college field trips and student events/activities were cancelled due to COVID-19. Students also participate in a STEM Conference for girls where they learned about careers in science, technology, engineering, and math and had the opportunity to tour Fresno Pacific University. Finally, a Back to School Kick Off and Backpack Drive was held were students listened to information about the importance of attendance, learned about resources, and learned about graduation requirements (high school students). Students received a backpack and school supplies. A scheduled College and Career Fair was planned for March, 2020 but was cancelled due to COVID-19. |

| Expected | Actual |
| --- | --- |
| **Metric/Indicator**<br>Average score on Post-Secondary Knowledge Survey<br>**19-20**<br>Outcome Discontinued. Survey will continue to be given<br>**Baseline**<br>N/A | Discontinued |
| **Metric/Indicator**<br>Development/Dissemination of a county-wide resource guide.<br>**19-20**<br>Outcome Discontinued. Use of Resource Guide will be included in Action 1<br>**Baseline**<br>TBD | Discontinued. |
| **Metric/Indicator**<br>Number of CAES foster youth receiving individual counseling services.<br>**19-20**<br>100% of CAES foster youth will receive individualized counseling services.<br>**Baseline**<br>6 | 100% of Foster Youth who enrolled in CAES programs through the regular enrollment process received individualized counseling services. An academic counselor reviewed each student's transcript and conducted a credit evaluation. Post-secondary plans and goals for how to reach the goal were discussed. Students and caregivers also learned about the high school graduation requirements. In addition, an academic counselor screened all third and fourth year students for modified graduation. Upon approval, the counselor met with the students and the educational rights holder to review credits and how a modified graduation track would impact the student's graduation date and post-secondary planning. Also, through regular After Care Team meetings facilitated by the Madera County Juvenile Detention Facility, youth pending release from the facility and their caregivers/educational rights holder participate in an after care meeting where support services are discussed including educational support, behavioral health, and substance abuse support. The after care team meeting ensures a bridge between the support being provided within the detention facility and outside services, ensuring that student's don't get lost in the transition. |

| Expected | Actual |
| --- | --- |
| **Metric/Indicator**<br>Number of CAES senior FAFSA completions<br>**19-20**<br>100% of interested CAES foster youth seniors will complete the FAFSA application process.<br>**Baseline**<br>No Prior data available. | 100% of interested Foster youth seniors who were on track to graduate completed the Free Application for Federal Student Aid (FAFSA). A total of three youth submitted the FAFSA. |
| **Metric/Indicator**<br>Number of CAES Seniors who complete the community college matriculation process.<br>**19-20**<br>100% of interested CAES seniors will complete the FAFSA application process.<br>**Baseline**<br>No prior data. To be established in 2017-18 | 100% of interested CAES Foster youth seniors completed and submitted the State Center Community College matriculation process. A total of three youth completed the on-line community college application process. |
| **Metric/Indicator**<br>Number of School Placement changes<br>**19-20**<br>50% of eligible foster youth will remain in their school of origin if its in their best interest<br>**Baseline**<br>No data established prior to 2017-18 | During the 2019-20 school year, LEAs worked with the Madera County Department of Social Services to ensure that, upon a (potential) change in school placement, a "best interest determination" check-list was utilized to consider a child's age, grade, distance from school of origin, support services, extracurricular activities, time during the school year (i.e. mid-semester or semester, testing windows, etc...), and school enrollment of other siblings, etc. when determining whether a change in school placement would benefit a child or whether remaining in his/her school of origin is in his best interest. Additionally, the Madera County Superintendent of Schools Foster Youth Services Program sets some funds aside to assist LEAs with school of origin transportation costs as needed. One hundred percent of youth whose educational rights holders believed that remaining in the school of origin was in the child's/youth's best interest were given the opportunity to remain in the current school of enrollment and were provided with transportation as necessary to maintain school of origin. |

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Average number of days for records transfer, including partial credits<br>**19-20**<br>Records will be transferred between 2 - 3 business days.<br>**Baseline**<br>3 (EOY) days | Per AB490, LEAs in Madera County ensure the timely transfer of student records including transcripts, current grades, current classes, Individualized Education Plans (IEPs), partial credits, etc.. to the receiving school within 2-3 business days. |
| **Metric/Indicator**<br>Parents to attend the countywide foster youth parent workshops<br>**19-20**<br>20% of county foster youth parents will attend foster parent workshops<br>**Baseline**<br>8 (76 total – duplicated count) | During the 2019-20 school year, the Madera County Foster Youth Services Coordinating Program offered monthly parent workshops focused on various topics from August - May. Due to COVID-19, workshops scheduled for March, April, and May, 2020 were cancelled. However, on average, 25 parents participated in workshops held monthly beginning August, 2019 - February, 2020. |
| **Metric/Indicator**<br>Number of CAES foster youth monitored for attendance<br>**19-20**<br>100% of CAES foster youth will be monitored for attendance.<br>**Baseline**<br>2 students per counselor | During the 2019-20 school year, a total of 19 Foster Youth enrolled in a CAES program at least once during the school year. One hundred percent of Foster Youth were monitored for attendance. During the end of the 2019-20 school year, Foster Youth Services Coordinating Program staff contacted caregivers to encourage them to monitor distance learning attendance and to reach out for support services as needed. |
| **Metric/Indicator**<br>FY Attendance Rate for CAES foster youth<br>**19-20**<br>CAES foster youth attendance rate will be 50%<br>**Baseline**<br>No prior data-To Be Established in 2017-18 | Projected attendance was 50% prior to COVID-19 closures. |
| **Metric/Indicator**<br>Number of AB490/AB167/Credit Policy Trainings<br>**19-20**<br>Provide three AB490/AB167 policy trainings. | Four trainings were held for district liaisons and other stakeholders including school staff (counselors, family liaisons, consultants, teachers, etc.), social workers, CASA advocates, and caregivers. Participants learned about AB490 mandates including immediate enrollment, school of origin, protection of credits and graduation, |

| Expected | Actual |
| --- | --- |
| **Baseline**<br>3 | role of educational rights holder, and best practices to implement AB490. Participants also learned about Foster Youths right to be screened for modified graduation requirements (California state graduation requirements). |
| **Metric/Indicator**<br>Number of Advisory Council meetings<br>**19-20**<br>Facilitate 11 Executive Advisory Council stakeholder meetings.<br>**Baseline**<br>8 | Madera County Executive Advisory Council meetings were held quarterly (total of four meetings). Advisory Council members received legislative updates/information and information about upcoming events. In addition, members had the opportunity to share and receive best practices in identification, enrollment, support services, outreach, school of origin/transportation, and data collection. |
| **Metric/Indicator**<br>Transfer of health and education records/health education passport.<br>**19-20**<br>100% or students will have records transferred from school of enrollment to new school of enrollment<br>**Baseline**<br>8 | One hundred percent of records were transferred with 2-3 business days to ensure the completion/update of health and education records. |
| **Metric/Indicator**<br>County-wide Expelled Youth Plan<br>**19-20**<br>Implement the Expelled Youth Plan that was adopted in 2018 and report on actions annually to district superintendents<br>**Baseline**<br>Operate Career Alternative Education Services Department.to oversee plan that coordinates services to all Madera County Districts and Charter Schools | To be reviewed with Executive Director |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Inform foster youth about postsecondary options by maintaining quarterly cohort meetings, 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, independent study and charter school foster youth, and ensuring every middle and high school foster youth receives a Madera County Resource Guide. | Foster Youth Funds 1000-1999: Certificated Personnel Salaries Federal Funds $90,700<br>Foster Youth Funds 5000-5999: Services And Other Operating Expenditures Federal Funds $10,000<br>Foster Youth Funds 4000-4999: Books And Supplies Federal Funds $8,400 | 1000-1999: Certificated Personnel Salaries Federal Funds $123,559<br>5000-5999: Services And Other Operating Expenditures Federal Funds $24,627<br>4000-4999: Books And Supplies Federal Funds $4,000 |
| 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. | Foster Youth Funds 2000-2999: Classified Personnel Salaries Title IV $90,700 | DSS grant 2000-2999: Classified Personnel Salaries Title IV $91,414 |
| 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. | Foster Youth Funds 3000-3999: Employee Benefits Federal Funds $90,700<br>Foster Youth Funds 5000-5999: Services And Other Operating Expenditures Federal Funds $135,422<br>Foster Youth Funds 4000-4999: Books And Supplies Federal Funds $28,800 | 2000-2999: Classified Personnel Salaries Federal Funds $123,559<br>5000-5999: Services And Other Operating Expenditures Federal Funds<br>4000-4999: Books And Supplies Federal Funds $4,000 |
| 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 | 1000-1999: Certificated Personnel Salaries Federal Funds $90,700 | 1000-1999: Certificated Personnel Salaries Federal Funds $90,700 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| continuing to host the Madera County Foster Youth Executive Advisory Council monthly meeting. | | |
| 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 postsecondary 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 postsecondary school options information to include 9th and10th grade foster youth. | 3000-3999: Employee Benefits Federal Funds $0 | 3000-3999: Employee Benefits Governors CTE Initiative: California Partnership Academies $0 |
| 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. | 3000-3999: Employee Benefits Federal Funds $0 | 3000-3999: Employee Benefits Federal Funds $0 |
| 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. | 4000-4999: Books And Supplies Federal Funds $8,400<br>5000-5999: Services And Other Operating Expenditures Federal Funds<br>4000-4999: Books And Supplies Federal Funds | 4000-4999: Books And Supplies Federal Funds $4,000<br>5000-5999: Services And Other Operating Expenditures Federal Funds<br>4000-4999: Books And Supplies Federal Funds $0 |
| 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. | 1000-1999: Certificated Personnel Salaries Federal Funds $0 | 1000-1999: Certificated Personnel Salaries Federal Funds $0 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Fourth quarter activities and events for the 2019-2020 school year were cancelled beginning March, 2020, due to COVID-19 including summer enrichment programming, college field trips, student conferences, caregiver workshops, etc. As a result, funds were "rolled over" into the 2020-21 school year. Funds were used for staff to ensure on-going communication and outreach to Foster Youth and caregivers, especially during the last quarter of the school year and throughout a portion of the summer. In addition, a series of new caregiver workshops focused on providing caregivers with the information that Foster Youth Services staff would have normally provided Foster Youth during regular activities throughout the school year were developed. These workshops were offered during the Fall 2021 and ensured caregivers had information about high school graduation requirements, the four systems of higher education in California, career technical education programs, and the financial aid process. Additionally, information about trauma and the effects of trauma was provided. In order to provide additional school-home contact and outreach, some funds were used for a school psychologist who provided weekly check-in with families to ensure academic as well as social-emotional support were provided. Also, work experience opportunities that would have been fully utilized Summer, 2020 were extended into the 2021-22 school year, providing an incentive for Foster Youth to earn good grades in order to maintain work eligibility.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The biggest challenge this year was school closure due to COVID-19. The inability to meet in-person with youth resulted in all field trips and activities being cancelled the last quarter of the school year. Doing so prohibited Foster Youth staff to continue the focus on college/career awareness and readiness. Activities including college visits and on-going College and Career Readiness workshops play a significant role in providing Madera County Foster Youth with the information and skills required to plan and prepare for college or career. The initial lack of technology for many families made it challenging to coordinate virtual workshops and activities. Providing support for seniors to complete and submit the community college on-line application and Free Application For Federal Student Aid (FAFSA) was also challenging for the same reasons. While COVID-19 closures created challenges, Madera County was successful in collaborating to ensure that Foster Youth records were transferred within the time frame required under AB490, best interest determination was prioritized when considering school of origin decisions (helping to minimize changes in school placement), ensuring immediate enrollment, and supporting students through individual counseling and as needed. Also, while not able to go on all scheduled field trip, Foster Youth did have the opportunity to visit six different colleges/universities. Additionally, two of the four quarterly College and Career Readiness workshops were held where students learned about career technical education and about the A-G/high school graduation requirements. Also, up until COVID-19 caused school closures, monthly caregiver workshops averaged 25 - 30 parents per meeting, making this the most successful year the program has ever had! In addition, with the assistance of a consultant (case manager) the monitoring of student attendance and grades was prioritized as was ensuring the social-emotional needs of Foster Youth were met. Various trainings and professional development opportunities were provided to ensure that stakeholders become increasingly familiar with the unique needs of Foster Youth. Training included AB490, truancy, trauma-informed strategies, and the Foster Youth Education summit.

# 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: | Priority 9: Expelled Pupils – COEs Only (Conditions of Learning) |
| Local Priorities: | N/A |

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Madera County Expulsion Rate<br>**19-20**<br>Maintain or decrease the Countywide Expulsion Rate, which is 0.13%, for baseline<br>**Baseline**<br>N/A | Expulsion rate was decreased countywide in the year 2019-20. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 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. | 1000-1999: Certificated Personnel Salaries LCFF Base $6,400<br>2000-2999: Classified Personnel Salaries LCFF Base $2,300 | 1000-1999: Certificated Personnel Salaries LCFF Base $6800<br>2000-2999: Classified Personnel Salaries LCFF Base $2,400 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges:

Transition meetings to support transition of expelled students from home districts to PTC and from PTC to home districts could not be held in fourth quarter due to school closures.

Successes:

Transitional meetings were held for the majority of the school year to support the transition of expelled youth between districts. Students satisfying stipulations of expulsion were supported in transition back to home district. Expulsions decreased in 2019-20 school year.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

# In-Person Instructional Offerings

## Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Online assessments, i-Ready and LAS Links, to measure academic growth. | $25,200 | $45,777 | Yes |
| Technology upgrades for teachers to support distance learning, including laptops, second monitor, wireless headset, wireless mouse, and stylus. | $9,000 | $10,000 | Yes |
| Purchase ZOOM for Educators to facilitate distance learning. | $750 | $1,200 | Yes |
| Maintain a stock of PPE including, hand sanitizer, cleaning wipes, Vindicator spray, face masks and face shields to minimize risk of COVID-19 infection | $8,000 | $12,000 | Yes |
| Technology upgrades for teachers to support learning, both in-person and distance learning. The new technology includes a touch screen laptop, second monitor, wireless headset and mouse. | $98,500 | $98,500 | Yes |
| Maintain a stock of PPE which includes hand sanitizer, cleaning wipes, Vindicator spray, face masks in both adult and child sizes, face shields and barriers to minimize the risk of COVID-19 infection. | $18,000 | $18,000 | Yes |
| The purchase of additional iPads for classroom use. | $44,934 | $22,000 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The substantive differences between the planned actions and/or budgeted expenditures for in-person instruction was very little. Budgeted funds were utilized to meet the needs of PTC students for the 2020-21 school year. However, as the 1:1 Technology (Chromebooks) WiFi Hotspots, teacher-technology and training, were key during the distance learning model, the estimated actuals remained lower that initially predicted. A probably reason for this was the amount of Verizon Hotspots requested by parents and

students was much higher in the Spring of 2020, than the actual number of connectivity devices issued in the Fall of 2020. When Madera County was cleared for the return of students and in-person instruction on April 6th, approximately 20-25% of PTC students returned to campus for in-person instruction.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

There were more challenges than successes in implementing in-person instruction in the 2020-21 school year. Madera County was not cleared for in-person (Transition from the Purple to Red Tier) instruction until April 6th, 2021. Prior to this, the only in-person instruction for Juvenile Hall students was a small cohorts, with each teacher assigned an established group of students. Two teachers divided up students in Juvenile Hall, while the third teacher was assigned to students in the Cadet Academy. In-person instruction was held twice a week, while the other three days included working individually out of a book or on a computer. Teachers and administrators communicated with correctional staff daily to deliver and collect student work. The greatest challenges were with newly incarcerated students, who per COVID-19 safety protocols for Juvenile Hall, were kept in isolation until they could safely be integrated with the entire Juvenile Hall population. These safety precautions ensured that not one student was infected with Covid-19 while in custody. With the intent of being ready for the return of students, both teachers and students were provided with updated technology and programs to continue delivering quality instruction. Despite the challenges created by depending on technology to provide instruction, teachers and students expressed appreciation and need to increase in-person interactions and support. Technology issues were quickly resolved by the MCSOS Instructional Technology (IT) staff, who also provided teachers with instruction on how to use technology and access certain programs. On April 6th, 2021, with appropriate safety precaution for COVID-19, all students in Juvenile Hall returned to daily in-person instruction. However, students in isolation, per safety protocols, were not allowed to attend classes until they could be safely incorporated with the rest of the Juvenile Hall students.

# Distance Learning Program

## Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| i-Ready and LAS Links assessments to measure academic growth and support English language and math proficiency. | $42,000 | $45,777 | Yes |
| Professional development for teachers and staff on effective distance learning practices. | $6,000 | $12,000 | Yes |
| Upgraded technology for teachers, including laptops, second monitor, stylus, wireless headsets and mice. | $9,000 | $9,000 | Yes |
| CAES academic Counselor to maintain academic records, screening for eligible programs, and making referrals to behavioral health counseling. | $27,308 | $28,000 | Yes |
| StudySync ELA curriculum available digitally to support distance learning. | $857 | $1,475 | Yes |
| The purchase of ZOOM for Educators licenses to facilitate distance learning. | $5,400 | $5,400 | Yes |
| Professional development for teachers and staff on effective distance learning practices. | $25,000 | $25,000 | Yes |
| Postage costs for mailing out student packets and IEP documents. | $3,000 | $3,000 | Yes |
| Copies and packet supplies to ensure students have the materials needed to participate in distance learning. | $9,600 | $6,500 | Yes |
| The purchase of additional technology needed for distance learning such as cameras and headphones. | $11,150 | $7,000 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and the budgeted expenditures for the distance learning program and how it implemented and/or expended on the actions.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Distance learning was provided for all Juvenile Hall and Cadet Academy students in 2020-21, but in-person cohort instruction started on October 20, 2020. When cohort instruction began, all students received in-person instruction two days per week, and received Distance Learning lessons the rest of the week. There were many challenges and success in implementing the following elements into the distance learning program. For continuity of instruction, teachers were assigned a set group of students to provide in-person instruction. In regards to access to devices and connectivity, all students were supported academically with 1:1 devices (Chromebooks) to allow receiving synchronous virtual instruction virtually. Pupil participation and progress, was greatly dependent on daily communication with educational and correctional staff. To support Distance Learning challenges, MCSOS provided ongoing Professional Growth and Development in the areas of SEL, ELA, ELD, technology integration and student supports. In-person instruction resumed on April 6, 2021, allowing teachers and students to resume to their full day of instruction daily. As for supporting pupils with unique needs (IEPs, #504's, Speech, etc.), all services were provided in compliance with Ed. code and SELPA laws. All stakeholders were provided a link to provide input via ParentSquare or paper copies of surveys, both were available in English and Spanish. Zoom stakeholder input meetings and virtual parent-teacher conferences were also used to gather input. Analysis of feedback proved positive as parents indicted that student technology needs were met, social-emotional support was provided and students had more opportunities to visit with parents through Zoom. ParentSquare has also proven to be effective in providing two-way communication between teachers and families, and will be the primary tool to get information to families regarding topics pertaining to academics, social-emotional health, and community resources, including documents from Juvenile Hall.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| All students have access to devices. | $9,000 | $14,000 | No |
| New ELA curriculum, StudySynch, will increase academic rigor and English Language proficiency. | $857 | $1,475 | Yes |
| Training on Social-Emotional learning and trauma informed practices. | $3,000 | $3,000 | Yes |
| Training on administering state assessments. | $500 | $500 | No |
| Academic counselors provide parent/care-giver workshops on issues related to pupil learning loss. | $1,200 | $1,500 | Yes |
| The purchase of additional technology and hotspots to ensure all students have connectivity and access to distance learning instruction. | $67,250 | $67,250 | Yes |
| The purchase of Second Step materials to address student social emotional well-being. | $17,000 | $17,000 | Yes |
| Additional supplemental software programs to add resources to the classroom instruction. | $600 | $500 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Some of the challenges in addressing pupil learning loss in the 2020-21 school year included a significant decrease in student enrollment at Juvenile Hall, as Juvenile Probation staff limited contact with probationary youth and incarceration of youth was for serious crimes, and not just probation violations. As a result, many students remained truant for a long time. Distance Learning was

especially difficult for incarcerated students, as they did not have the academic support they would have had at home. Instead, effective instruction was highly dependent on daily communication between teachers and correctional staff to monitor student progress and collect or distribute work. Students in mandatory isolation for 14 days to prevent COVID-19 outbreaks were affected even more, as even correctional staff had limited contact to prevent the spread of the virus. One of the greatest challenges during the COVID-19 Pandemic was keeping all students engaged while Distance Learning was in place. On October 20, 2020, in-person instruction started twice a week in cohorts. Teachers and students responded favorably, as increased support could be provided to students. Correctional staff continued to play a valuable role collecting and providing work between teachers and students. MCSOS's greatest successes in mitigating pupil learning loss was the LEA's focus on addressing the social-emotional (SEL) wellness of students by providing several professional learning opportunities from Madera County Department of Behavioral Health. Also, based on interim i-Ready assessment (local indicator) results, students were assigned time to work on prescriptive i-Ready lesson in ELA and math to support subskill weaknesses in those content areas. On April 6, 2021, Madera County received clearance from Madera County Department of Public Health, to allow students to return to daily in-person instruction. Extensive planning between MCSOS administrators and correctional staff facilitated a smooth transition back to in-person instruction. In the analysis of effectiveness in efforts to address Pupil Learning Loss, including for pupils who are English learners, low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, there is were that students who were struggling prior to the pandemic, showed similar patterns of behavior during the COVID-19 closure. Lost learning included students falling behind in assignments, students requesting in-person support and students stating they had lost motivation in learning. Teachers noted that students did much better and were more engaged once daily in-person instruction resumed, since areas of struggle could be supported, resulting in students staying motivated to complete assignments.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

There were many challenges and successes in monitoring and supporting mental health for social and emotional well-being in the 2020-21 school year. To begin, Social - Emotional Learning (SEL) was the forefront of our Distance Learning model. All teachers and support staff were trained at the beginning of the pandemic with very focused professional growth and development in SEL. The appropriate literature provided to the CAES division was "The Distance Learning Playbook" by Hattie, Fisher and Frey. With this guidebook and training, teachers were better equipped to support students during these challenging times where students were isolated socially, unable to attend school in person, interact with friends or be engaged educationally where student teacher interaction is a critical component to student achievement. To address the needs of students who required additional support, referrals were made for Student Study Teams (SSTs) to ensure that all avenues and resources were explored in the process.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

There have been many challenges and successes this year in implementing pupil and family engagement and outreach in the 2020-21 school year. A primary challenge and ultimately a success from years past, was 1:1 technology integration and incorporation of Zoom for Distance Learning. In the Spring of 2020, students were not equipped with 1:1 devices proper Distance Learning instruction. MCSOS's CAES Division sent out a needs assessment in the form of a survey in English and Spanish and yielded a need for technology. As a result, new were issued to all students to ensure that all students had the ability to receive instruction in a Distance Learning model. Challenges for implementing pupil and family engagement and outreach in the 2020-21 included communicating effectively in a remote situation. As a result, the CAES division transitioned to ParentSquare as a parent communication portal in which school/parent communication was made accessible either through email, text or both. Parents were encouraged to download the free App on their phones or computers and all communication was provided in both English and Spanish, whichever parents indicated on their initial surveys. Efforts made to reach out to students and families when students were not meeting academic requirements or to share successes increased school to home communication with teachers. Additional training and Professional Development for teachers was provided to support students in a Distance Learning model.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Daily nutrition was provided to all students through Madera County Juvenile Probation Department.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|---|
| | | | | |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

From the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan, an analysis and reflection on how student outcomes have informed the development of the 2021-22 through 2023-24 LCAP, is presented as follows:
1) With extensive stakeholder input, Goals #1-3 from the 2019-20 LCAP remained the same as: (a) Student achievement is a top priority (b) Student social-emotional support/safe school environment and (c) Parent engagement, to address the needs of students and our community.

2) Because 2019-20 CAASPP summative assessment and dashboard data was not available to support in the decision making process for the 2020-21 schoolyear, the shift to our local indicator, i-Ready, as a diagnostic, progress monitor and summative assessment, became our local indicator. MCSOS students were still required to take the 2020-21 CAASPP summative assessments, to assist in providing baseline data for the writing of the 2021-23 LCAP.
3) Based on MCSOS's limited CAASPP results data, due to low number of students completing the assessments in 2018-19 in ELA and Math, these CORE areas were assessed using i-ready assessments. These assessments revealed students were significantly behind grade-level. In addition to ELA and Math, ELD will continue to be a focus of instructional development for staff professional growth and training for the 2021-22 school year.
4) With the Distance Learning Model being implemented in the LCP of 2020-21, MCSOS will continue to provide 1:1 updated technology and software to ensure safe and appropriate use and help all students be successful academically.
5) Additional Social-Emotional supports and training will continue to be provided to address the needs of students and staff as students transition back to a 100% in-person learning model for the school year 2021-22.
6) Parent engagement and community partnerships will also be a continued focus and reflection of improvement as Juvenile Hall struggles historically in maintaining high rates of participation and involvement, since lengths of incarceration vary from a few days to a few months. Seldom, are students in Juvenile Hall for more than a year.

# Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

## Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

# Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

## Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

## Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

## Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

# Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

# Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

| Total Expenditures by Funding Source | | |
|---|---|---|
| **Funding Source** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Funding Sources | 1,456,722.00 | 1,201,223.00 |
| Federal Funds | 463,122.00 | 374,445.00 |
| Governors CTE Initiative: California Partnership Academies | 0.00 | 0.00 |
| LCFF | 0.00 | 6,200.00 |
| LCFF Base | 481,650.00 | 392,038.00 |
| LCFF Supplemental and Concentration | 252,450.00 | 203,093.00 |
| Title I | 163,600.00 | 133,433.00 |
| Title II | 5,200.00 | 600.00 |
| Title IV | 90,700.00 | 91,414.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type | | |
|---|---|---|
| **Object Type** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Expenditure Types | 1,456,722.00 | 1,201,223.00 |
| 1000-1999: Certificated Personnel Salaries | 803,200.00 | 733,787.00 |
| 2000-2999: Classified Personnel Salaries | 97,650.00 | 222,173.00 |
| 3000-3999: Employee Benefits | 272,300.00 | 178,397.00 |
| 4000-4999: Books And Supplies | 77,000.00 | 25,646.00 |
| 5000-5999: Services And Other Operating Expenditures | 206,572.00 | 41,220.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 0.00 | 0.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source | | | |
|---|---|---|---|
| **Object Type** | **Funding Source** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Expenditure Types | All Funding Sources | 1,456,722.00 | 1,201,223.00 |
| 1000-1999: Certificated Personnel Salaries | Federal Funds | 181,400.00 | 214,259.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 0.00 | 6,200.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Base | 430,800.00 | 351,695.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental and Concentration | 27,400.00 | 28,200.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 163,600.00 | 133,433.00 |
| 2000-2999: Classified Personnel Salaries | Federal Funds | 0.00 | 123,559.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Base | 2,300.00 | 2,400.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental and Concentration | 4,650.00 | 4,800.00 |
| 2000-2999: Classified Personnel Salaries | Title IV | 90,700.00 | 91,414.00 |
| 3000-3999: Employee Benefits | Federal Funds | 90,700.00 | 0.00 |
| 3000-3999: Employee Benefits | Governors CTE Initiative: California Partnership Academies | 0.00 | 0.00 |
| 3000-3999: Employee Benefits | LCFF Base | 28,900.00 | 27,400.00 |
| 3000-3999: Employee Benefits | LCFF Supplemental and Concentration | 152,700.00 | 150,997.00 |
| 4000-4999: Books And Supplies | Federal Funds | 45,600.00 | 12,000.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental and Concentration | 31,400.00 | 13,646.00 |
| 5000-5999: Services And Other Operating Expenditures | Federal Funds | 145,422.00 | 24,627.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Base | 19,650.00 | 10,543.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental and Concentration | 36,300.00 | 5,450.00 |
| 5000-5999: Services And Other Operating Expenditures | Title II | 5,200.00 | 600.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental and Concentration | 0.00 | 0.00 |
| | | $0.00 | $0.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Goal | | |
|---|---|---|
| **Goal** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| **Goal 1** | 506,950.00 | 508,093.00 |
| **Goal 2** | 361,000.00 | 196,871.00 |
| **Goal 3** | 26,250.00 | 21,200.00 |
| **Goal 4** | 553,822.00 | 465,859.00 |
| **Goal 5** | 8,700.00 | 9,200.00 |

* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

| Total Expenditures by Offering/Program | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $204,384.00 | $207,477.00 |
| **Distance Learning Program** | $139,315.00 | $143,152.00 |
| **Pupil Learning Loss** | $99,407.00 | $105,225.00 |
| **Additional Actions and Plan Requirements** | | |
| **All Expenditures in Learning Continuity and Attendance Plan** | $443,106.00 | $455,854.00 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | | |
| **Distance Learning Program** | | |
| **Pupil Learning Loss** | $9,500.00 | $14,500.00 |
| **Additional Actions and Plan Requirements** | | |
| **All Expenditures in Learning Continuity and Attendance Plan** | $9,500.00 | $14,500.00 |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $204,384.00 | $207,477.00 |
| **Distance Learning Program** | $139,315.00 | $143,152.00 |
| **Pupil Learning Loss** | $89,907.00 | $90,725.00 |
| **Additional Actions and Plan Requirements** | | |
| **All Expenditures in Learning Continuity and Attendance Plan** | $433,606.00 | $441,354.00 |

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

| | |
|---|---|
| **Local Educational Agency (LEA) Name:** | Madera County Superintendent of Schools (Endeavor / Voyager) |
| **CDS Code:** | 20102070000000 |
| **LEA Contact Information:** | Name: Hugo Sanchez<br>Position: Program Director - Career and Alternative Education Services<br>Email: hsanchez@mcsos.org<br>Phone: (559) 662-6211 |
| **Coming School Year:** | 2021-22 |
| **Current School Year:** | 2020-21 |

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

| Projected General Fund Revenue for the 2021-22 School Year | Amount |
|---|---|
| **Total LCFF Funds** | $13,110,649 |
| **LCFF Supplemental & Concentration Grants** | $262,654 |
| **All Other State Funds** | $12,384,242 |
| **All Local Funds** | $11,632,088 |
| **All federal funds** | $9,380,897 |
| **Total Projected Revenue** | $46,507,876 |

| Total Budgeted Expenditures for the 2021-22 School Year | Amount |
|---|---|
| **Total Budgeted General Fund Expenditures** | $41,030,440 |
| **Total Budgeted Expenditures in the LCAP** | $960,724 |
| **Total Budgeted Expenditures for High Needs Students in the LCAP** | $216,623 |
| **Expenditures not in the LCAP** | $40,069,716 |

| Expenditures for High Needs Students in the 2020-21 School Year | Amount |
|---|---|
| **Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan** | $1,111,738 |
| **Actual Expenditures for High Needs Students in Learning Continuity Plan** | $1,200,000 |

| Funds for High Needs Students | Amount |
|---|---|
| **2021-22 Difference in Projected Funds and Budgeted Expenditures** | $-46,031 |
| **2020-21 Difference in Budgeted and Actual Expenditures** | $88,262 |

| Required Prompts(s) | Response(s) |
|---|---|
| **Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).** | Total GF Budget is $46,507,876 and of the total, $40,069,716 is not included (Restricted - $37,008,287; Special Education - $30,329; $ESSA-COE & Special Ed $369,644; STRS On-Behalf $916,720) due to restricted programs county offices operate on a county-wide or regional basis. General operations of Human Resources, Info. Services, Business Services, Operations/Facilities and General Administration total $9,734,037 and are also not included. |

| | |
|---|---|
| **The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.** | In 2021-2022, Madera County Superintendent of schools is projecting it will receive $406,303 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 $960,724 on actions to meet this requirement. |

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Madera County Superintendent of Schools (Endeavor / Voyager)

CDS Code: 20102070000000

School Year: 2021-22

LEA contact information:

Hugo Sanchez

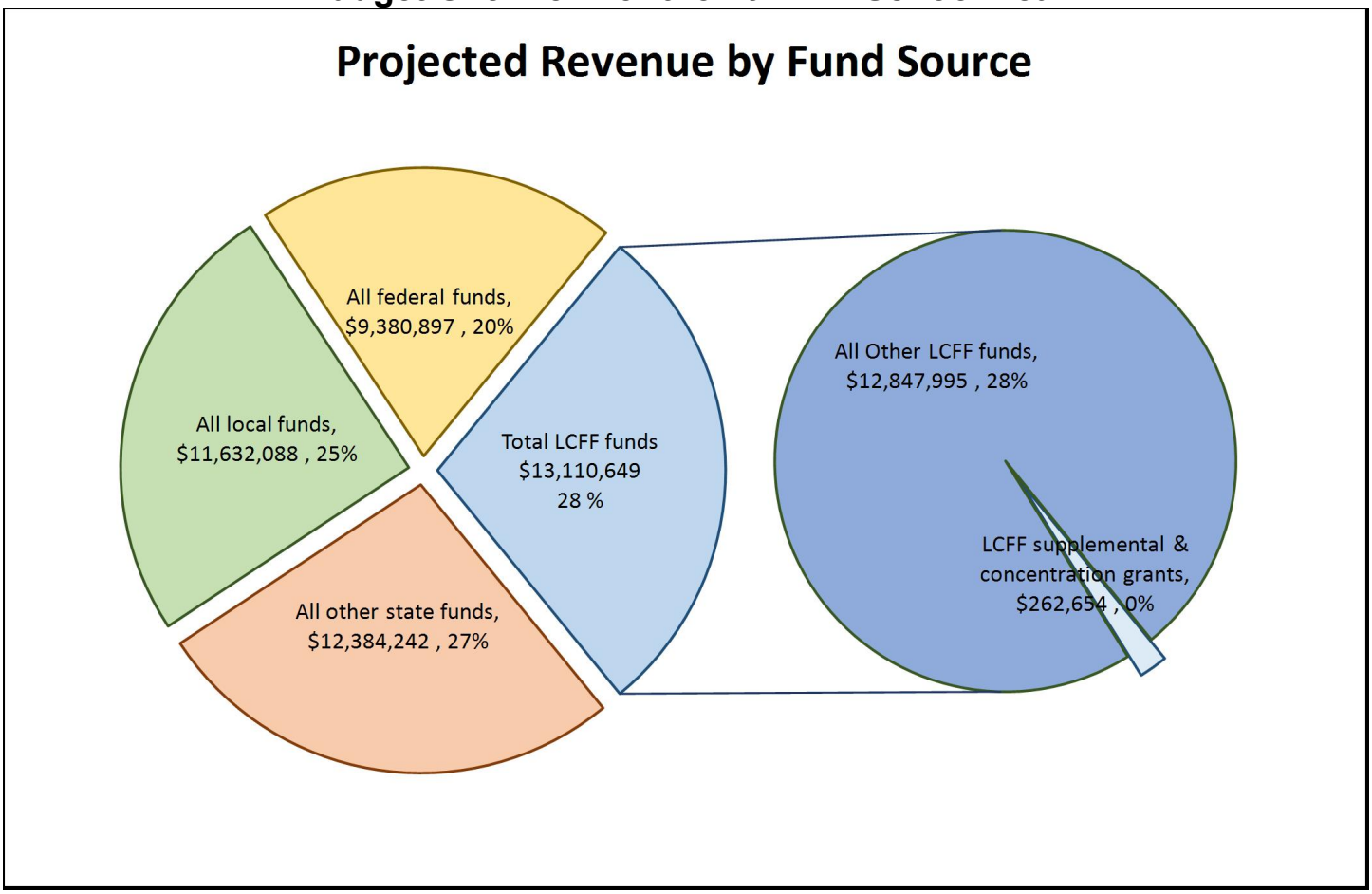
Program Director - Career and Alternative Education Services

hsanchez@mcsos.org

(559) 662-6211

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 2021-22 School Year



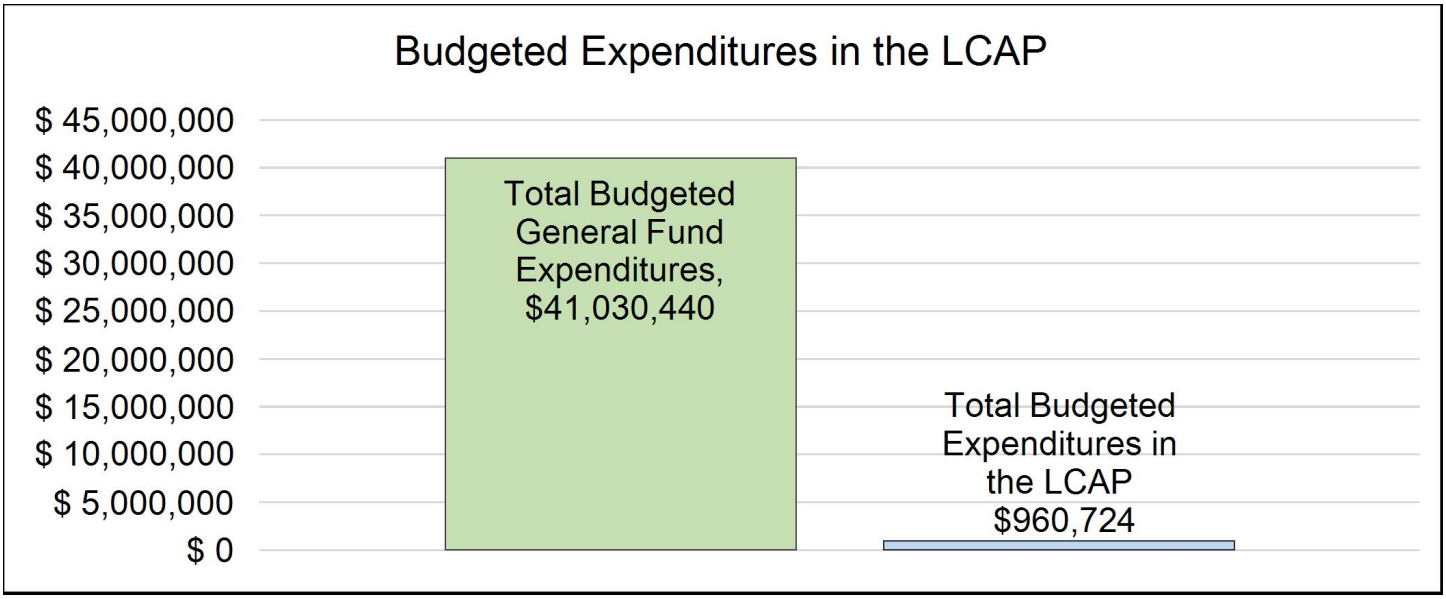

This chart shows the total general purpose revenue Madera County Superintendent of Schools (Endeavor / Voyager) expects to receive in the coming year from all sources.

The total revenue projected for Madera County Superintendent of Schools (Endeavor / Voyager) is $46,507,876, of which $13,110,649 is Local Control Funding Formula (LCFF), $12,384,242 is other state

funds, $11,632,088 is local funds, and $9,380,897 is federal funds.  Of the $13,110,649 in LCFF Funds, $262,654 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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.




This chart provides a quick summary of how much Madera County Superintendent of Schools (Endeavor / Voyager) plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Madera County Superintendent of Schools (Endeavor / Voyager) plans to spend $41,030,440 for the 2021-22 school year. Of that amount, $960,724 is tied to actions/services in the LCAP and $40,069,716 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Total GF Budget is $46,507,876 and of the total, $40,069,716 is not included (Restricted - $37,008,287; Special Education - $30,329; $ESSA-COE & Special Ed $369,644; STRS On-Behalf $916,720) due to restricted programs county offices operate on a county-wide or regional basis. General operations of Human Resources, Info. Services, Business Services, Operations/Facilities and General Administration total $9,734,037 and are also not included.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

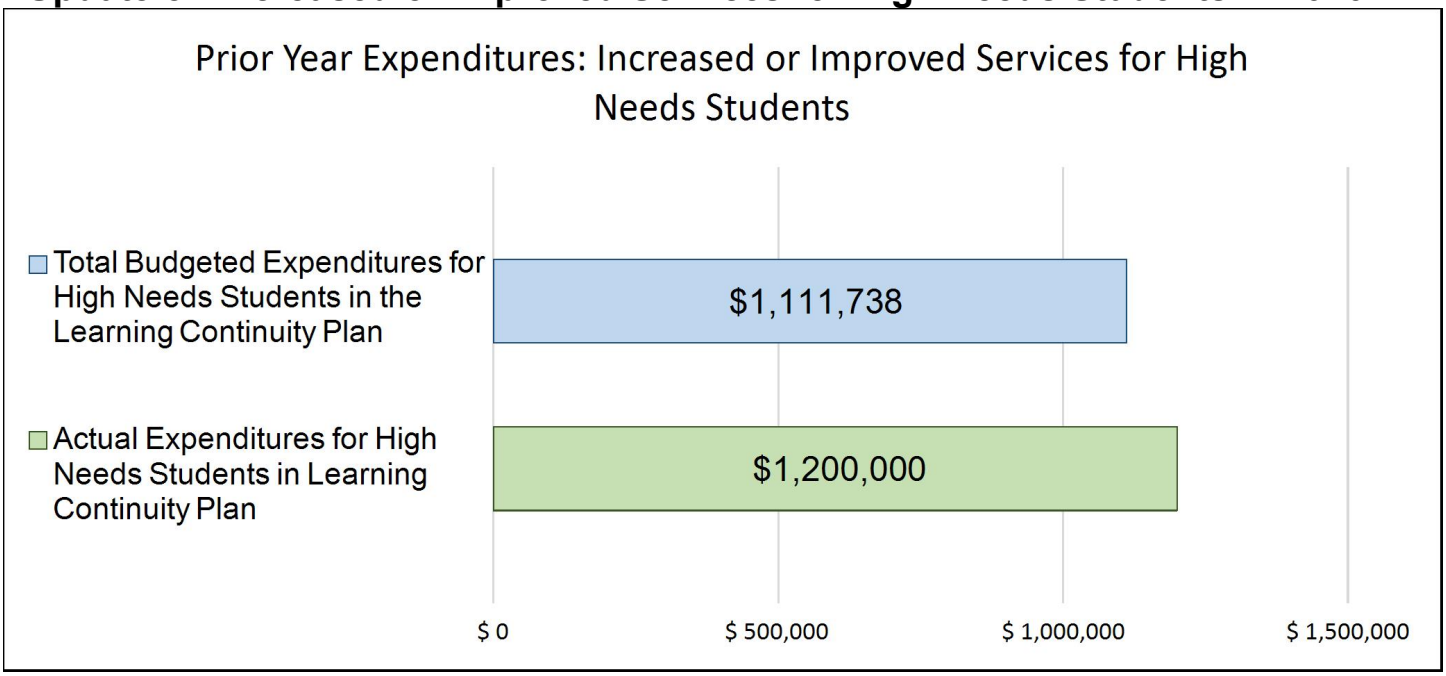
In 2021-22, Madera County Superintendent of Schools (Endeavor / Voyager) is projecting it will receive $262,654 based on the enrollment of foster youth, English learner, and low-income students. Madera County Superintendent of Schools (Endeavor / Voyager) must describe how it intends to increase or improve services for high needs students in the LCAP. Madera County Superintendent of Schools (Endeavor / Voyager) plans to spend $216,623 towards meeting this requirement, as described in the LCAP.

In 2021-2022, Madera County Superintendent of schools is projecting it will receive $406,303 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 $960,724 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21




This chart compares what Madera County Superintendent of Schools (Endeavor / Voyager) budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Madera County Superintendent of Schools (Endeavor / Voyager) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Madera County Superintendent of Schools (Endeavor / Voyager)'s Learning Continuity Plan budgeted $1,111,738 for planned actions to increase or improve services for high needs students. Madera County Superintendent of Schools (Endeavor / Voyager) actually spent $1,200,000 for actions to increase or improve services for high needs students in 2020-21.