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

8.5

BOARD OF EDUCATION ACTION ITEM

June 27, 2018

Topic:
Consideration Adoption of Local Control Accountability Plan (LCAP) for the 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 the Madera County Superintendent of Schools (MCSOS) 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:
See attached LCAP budget pages

Resource:
James Sargent
Chief Career Technical and
Alternative Education Services Officer

Leslie Neumeier
Director
Career Technical and Alternative Education Services

Recommendation:
Adoption of Local Control Accountability Plan (LCAP) for the Madera County Superintendent of Schools (MCSOS)

1105 South Madera Avenue • Madera, CA 93637 • (559) 673-6051 • FAX (559) 673-5569
www.maderacoe.k12.ca.us

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Madera County Superintendent of Schools	James Sargent	jsargent@mcsos.org
	Chief Career Technical and Alternative Education Services Officer	559-662-3801

2017-20 Plan Summary

The Story

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

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

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

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

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

As stated above, the student population of the alternative education schools is highly transient. Typically, students are enrolled for a few days to 60 days in Juvenile Hall to four to six months in the Cadet Academy. As such, the following metrics are not readily available or accurate: English Learner Reclassification rates, Advanced Placement Data, A-G course completion rates, EL Proficiency Rates, EAP, and Career Technical Education Course completion rates. The schools in Juvenile Hall and the Cadet Academy do not expel students; thus expulsion data does not apply. Graduation rates are not calculated for County Offices of Education and instead the county-wide average is used.

Attendance rates are high for the juvenile hall and cadet academy. All students are required to attend school which is closely monitored by probation. If a student is unable to be a part of the classroom, instruction is provided to that student through alternative means. Working closely with other county agencies such as Madera County Probation Department and Madera County Behavioral Health leads to increased student success.

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

training, vocational education, and self-advocacy training. Goals of the foster youth program are to increase stability and to improve student engagement and student outcomes.

LCAP Highlights

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

The LCAP represents five goals designed to support student success.

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

Addressing the emotional and behavioral needs of the student population, including low-income, English Learner, Foster Youth and Special Education students, remains a very high priority. By maintaining a low student to teacher ratio and assigning counselors to specific students, the cadets in the correctional academy and those students attending school in juvenile hall will enhance their commitment to their education. The goal is to ensure that students have ample access to teachers and a 12-1 teacher to student ratio is maintained. Teachers, administration and counseling staff will continue to emphasize the importance of progress toward graduation which has increased over time.

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

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

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

charter school options for expelled youth.

Review of Performance

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

Greatest Progress

As an Alternative Schools Accountability Model program, the LCFF Evaluation Rubrics (California State Dashboards) are not available to review overall performance indicators for students attending school at juvenile hall and the correctional academy. However, over the past three years the student performance on the CAASPP tests has increased in English Language Arts. In 2015 only 6% of the students in the Cadet Academy scored level 2 (standard nearly met), while in 2017, 38.46% scored level 2 and 7.69% of the eligible students for scores scored level 3 (standard met).

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

Addressing the needs of students identified as English Learners was identified as an area of needed improvement. Significant progress was made during the 17-18 school especially in the re-designation of students' language classification.

Transition meetings (from the academy to home or charter school after release) were used in 2017-18 to address the need for improved communications from the prior year. Transition meetings were held and parents were involved with school and facility staff to assist student transitions.

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

The triennial plan for providing educational services to expelled pupils was revised this year and approved by the Superintendents of all nine school districts.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received

a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

As an Alternative Schools Accountability Model program, the LCFF Evaluation Rubrics (California State Dashboards) are not available to review overall performance indicators for students attending school at juvenile hall and the correctional academy. However, student test scores do indicate a need to continue to address development of basic skills. Although only a few of the students tested in the 2015-2016 school year were enrolled during the subsequent 2016-2017 school year, the overall level of student performance was low, particularly in math. To address these needs there will be a focus on professional development (Goal 1: Action 7) and new curriculum (Goal 1: Action 5)

In addition, with permission from the probation department, more project based learning should be implemented as well as the use of technology for instructional purposes.

Although progress was made in serving English Learners, more work needs to be accomplished in this area specific to supporting those students to be re-designated, providing ongoing monitoring of those students who have been re-designated, and using appropriate instructional strategies for identified English Learners. (Goal 1: Action 4)

A comprehensive professional development plan needs to be developed and implemented to ensure high quality and rigorous instruction. Areas of need already identified to be addressed in this professional development plan include research based instructional strategies for all student including English Learners, use of instructional technology, working with students with special needs, differentiated instruction, and mentoring/coaching teachers.

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

Performance Gaps

Although the sample size for the MCSOS programs is small, the data does indicate that there are academic performance gaps between students in the Cadet Academy and students in comprehensive settings and there are gaps with EL students. There will be a continued focus on improving the academic performance of all students in the cadet academy and a specific focus on EL services..

Gaps that exist based on students being behind on credits is often due to poor attendance and lack of exposure to educational opportunities because of behaviors that led to their incarceration. Focus will continue to be on credit recovery to help student achieve high school graduation while in the educational program in Juvenile Hall and the Cadet Academy..

Formal state assessment data for students with special needs who participate in assessments would indicate low student achievement. Due to the increase of special needs students in the juvenile hall

facility focus will be on meeting their individual academic needs of Special Education students..

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

Increased or Improved Services

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

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$36,863,958
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$809,800

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

The total General Fund budget for the Madera County Superintendent of Schools is $36,863,958. Of the amount, $27,117,300 (Restricted - $2,895,100; Special Education - $22,477,700; Foster Youth - $230,000; Title I - $765,000; STRS On-Behalf $749,500) is not included because funds are received for specific programs and services such as preschool, special education and other restricted programs county offices operate on a county-wide or regional basis. County office services to support school district operations are funded by the state and not included in the LCAP because the LCAP is defined as describing services to students in county operated programs. These along with the general operations of Human Resources, Information Technology, Business Services, Operation/Facilities and Administration total $8,904,800 which is also not included in the LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$4,000,200 Operations Grant $1,514,739 Alternative Education Grant - 347,211 Less Charter Portion $5,167,728 Total Operations & Alt. Ed. Grant $417,237 Transportation Add-On $168,273 LCAP Oversight Add-On $5,753,238 Total LCFF Funding Sources

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metrics/Indicators: Individual Graduation Progress plan Individual plan will be developed and implemented with all students in juvenile hall and the cadet academy to be on track to graduate. Establish baseline.	Individual plans were developed by counselors for all students in 2017-18

Expected	Actual
Metrics/Indicators: Career interest Assessment Juvenile Hall. Career interest survey will be created. The career interest survey will be implemented for students in juvenile hall once it is determined the student will be in the facility more than fifteen days. Establish baseline.	Survey was created but was not implemented for students at juvenile hall
Metrics/Indicators: Career Interest Assessment Correctional Academy Career assessment will be created and implemented with all students in the correctional academy within the first month of them being in the cadet academy.	Survey was created and implemented for students in the cadet academy
Metrics/Indicators: EL student reclassification Develop an assessment to use along with CELDT/ELPAC to be able to reclassify EL students.	An assessment was not created but there was 100% participation rate on the ELPAC ELPAC scores are used to reclassify students.
Metrics/Indicators: Standards Aligned Instructional Materials Maintain all students access to Standards aligned instructional materials.	All students received access to standards aligned instructional materials through the educational program

Expected	Actual
Metrics/Indicators: State adopted content and performance standards All students will receive instruction based on State adopted Common Core State Standards	All students received instruction that was based on Common Core State Standards through the educational program
Metrics/Indicators: Broad course of study Maintain options for credits that will meet graduation requirements	Credit recovery classes were offered to all students in juvenile hall and the academy to help them attempt to meet graduation requirements of the program and/or the requirements in their home district of residence or school where they will return
Metrics/Indicators: Targeted support for Special Education students Maintain Special Education support of each SPED student	Special education services were provided to 100% of identified special education students per IEP
Metrics/Indicators: State CAASSP	All eligible students took the CAASPP, however as an alternative school, the schools do not have state CAASPP scores.
Metrics/Indicators: API	The API was discontinued and schools did not receive a score
Metrics/Indicators: UC/CSU eligibility	Students in the correctional facility do not have access to UC/CSU approved courses in classroom

Expected	Actual
Metrics/Indicators: ELPI Increase reclassification or Academy students	Alternative schools do not receive ELPI score
Metrics/Indicators: AP Exams	Students in the correctional facility do not have access to AP curriculum during their time in the program
Metrics/Indicators: EAP	Alternative schools do not receive EAP scores
Metrics/Indicators: Graduation Credit recovery Maintain student credit status for graduation at minimum. Earn additional credits to close gap when possible	Alternative schools do not receive four year cohort graduation rate on State Dashboard. Students in juvenile hall and the cadet academy were on individual academic plans and did maintain their credit status and did earn additional credits to close gap.
Metrics: Indicators Support for all Unduplicated Pupils Maintain support for all students	All unduplicated pupils received increased support with counseling support, foster youth services, EL services

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Career Alternative Education Services (CAES) Counseling department will develop an individual plan for students in juvenile hall and the cadet academy to ensure graduation progress is met and post-secondary options are explored. The staff and designated counselor will implement the individual plan for students in juvenile hall and the cadet academy.	The designated CAES counselor met each Wednesday with all students in the Cadet Academy to track graduation credit progress and discuss career options. All students were placed on individual plans. Meetings have been established within 30 days prior to release to have a transition plan in place to facilitate effective transition back to school of residence. This plan involves probation, behavioral health services and other appropriate agencies as needed to ensure the best opportunity for support and success	1.1 $12,500 LCFF – Base Salaries & Benefits	1.1 $12,500 LCFF – Base Salaries & Benefits

Action 2

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

The CAES counseling department staff will develop a career interest survey to be completed by students to assist them in exploring careers that match their interests.	Counseling department and administration created the survey but full implementation has been limited due to technical issues with making the survey available as a digital format.	1.2 $3600 (Inc) LCFF –Base Salary & Benefits ($2900 Inc in 1.1)	1.2 $3600 (Inc) LCFF –Base Salary & Benefits ($2900 Inc in 1.1)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Career Alternative Education Services counseling staff will research and/or create a career assessment to implement with all students in the correctional academy within the first month of them being in the cadet academy.	The career assessment of the California Career Zone was given to all students in cadet academy per the planned action..	1.3 $3600 $1000 LCFF - Base Salary & Benefits ($2900 Inc in 1.1) Services	1.3 $0 $300 LCFF - Base Salary & Benefits ($0 Inc in 1.1) Services

Action 4

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

Counseling staff will make sure to maintain list of EL students that are long term commits or academy cadets to ensure that these students are accessing curriculum and acquiring the language, which will facilitate their reclassification.	The counselors and the designated Teacher on Special Assignment identified all students who qualify for EL support. The teachers in the school were trained and given support to ensure all identified students received appropriate instruction.	1.4 $4000 S&C $3100 Title I LCFF – Sup & Conc & Title I Salaries & Benefits	1.4 $4000 S&C $3100 Title I LCFF – Sup & Conc & Title I Salaries & Benefits

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers and administrators will continue to review and enhance curriculum to ensure it is rigorous and engaging to all students, which will increase the number of students learning at higher levels in juvenile hall and the cadet academy.	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 Teacher on Special Assignment to best implement the curriculum in classroom.	1.5 $9200 LCFF - Base Salaries & Benefits	1.5 $5600 LCFF - Base Salaries & Benefits

Action 6

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

MCSOS will recruit and retain appropriately credentialed teachers.	All CAES teachers are fully credentialed. The staffing for the correctional facility remains very consistent and stable for the past several years and the team collaborates well to meet student needs. One teacher is specifically assigned in each of the core areas of English Language Arts, Math, Science and History and Social Science.	1.6 $243,800 Base $147,600 Title I LCFF – Base & Title I Salaries & Benefits	1.6 $223,000 Base $76,100 Title I LCFF – Base & Title I Salaries & Benefits

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MCSOS will provide opportunities for professional development on designated days and attend external workshops and conferences. Professional development days will be used to address best practices and collaboration on topics relevant to the needs of individual programs.	The focus for professional development was on English Language Arts and Math. Teachers received one full day of training. In addition the ELA teacher attended conferences on writing and Science teacher was assisted by Teacher on Special Assignment. Administration and Teachers on Assignment attended EL trainings.	1.7 $7200 $7200 LCFF -Base Services & Travel Salaries & Benefits	1.7 $1600 $7100 LCFF -Base Services & Travel Salaries & Benefits

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

There are limits to educational program for students in juvenile hall and the cadet academy, including limited access to the internet and other educational resources. limited activities available to students in public venues outside of school, and no time for teachers to work with students outside of class time. Also, due to the short term placement, not all educational programs are available to students, including, Advanced Placement, and complete access to full a-g requirements. However, students received core instruction and focused counseling support for credit recovery, career interest information and transitional support for students leaving the facility to return to their school of residence, a county program or charter school. Students do have access to library of resources and have a extended school year that operates all year long.

Teachers were given the opportunity for professional development. Staffing was provided to maintain a low teacher to student ratio that met the targeted outcome.

Student ELA scores (the sample size for this program will always be small) did show growth in English Language Arts over the past three years. The percent of students who scored at level 3 (met standards) increased from 0% in 2015, to 4% in 2016, to 7.69% in 2017. The percent of students who scored at level 2 (standards nearly met) increased from 6% in 2015, to 20% in 2016, to 38.46% in 2017. While these scores are not indicative of a cohort growth they do indicate that the academic program is providing strong ELA and Math instruction.

The use of technology for educational purposes was expanded due to the availability of tablets. Counselors are available to students, but due to the high transiency, students are often released before services could be provided. Starting in 2017-18 all students were placed on individual graduation plans by a designated CAES counselor.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Career Assessment was not implemented completely so salaries in that action were reduced.

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

To improve the educational program in 2018-19 there will be new core curriculum and additions to the library resources Goal 1: Action 5
To increase the instructional program in the core there will be increased Professional Development for staff Goal 1: Action 7

Goal 2

Goal 2: Students will be connected and committed to their education in a safe environment.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metrics/Indicators: Teacher-Student ratio The number of needed teachers will remain in the facility according to the population to ensure a low student to teacher ratio.	Low teacher to student ratio was maintained at the 12-1 ratio
Metrics/Indicators: Presentations to help students be more connected to their community. Establish the two presentations to be presented one each semester to help students be more connected to their community.	Teachers did make two presentations to students on topics that were relevant to community involvement.

Expected	Actual
Metrics/Indicators: School Attendance Rates Maintain attendance rate	Attendance rate was maintained at 100% seat time percent for 2017-18
Metrics/Indicators: Chronic Absenteeism Maintain rate	No students were chronically absent-the rate of no chronic absenteeism was maintatined
Metrics/Indicators: High School Drop Out Rates Maintain rate	All students maintained enrollment as required. No drop outs were recorded
Metrics/Indicators: High School Graduations Rates	No data available for alternative school
Metrics/Indicators: Pupil Suspension Rates	There were two suspensions in juvenile hall in 2017-18
Metrics/Indicators: Pupil Expulsion Rates	No students were expelled in 2017-18
Metrics/Indicators: School Climate and Safety Maintain status per probation	95% of students surveyed in school climate survey indicated they felt safe or did not feel unsafe in the school environment.

Expected	Actual
Metrics/Indicators: School Facilities Inspection Tool Maintain facility status	Facility received good repair status per evaluation by MCSOS on FIT report
Metrics/Indicators: Designate a CAES Counselor to work specifically with the students in the cadet academy. Maintain Counselor	Counselor was provided to students in academy-

Actions/Services

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

Action 1

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

A positive working relationship with the Deputy Chief Probation Officer of the Madera County Juvenile facility and the educational administrator will ensure the number of teachers provided to juvenile hall and the cadet academy will create a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code.	The CAES administrative staff and teaching staff did maintain a positive working relationship with Probation and a collaborative effort to provided educational service to students. Together the Juvenile Facility Education Program Review and Evaluation was completed in compliance with Title 15 regulations and submitted to the MCSOS Board of Education. A low teacher to student ration was maintained at 12-1. Probation and CAES collaborated to provide a safe environment and transitional planning for students leaving to return to district or charter.	2.1 $235,500 $6600 LCFF – Base LCFF Sup & Conc Salaries & Benefits (Inc in 1.6) Salaries & Benefits	2.1 $224,000 $6600 LCFF – Base LCFF Sup & Conc Salaries & Benefits (Inc in 1.6) Salaries & Benefits

Action 2

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

Teachers will prepare 1 presentation each semester for students to gain a greater sense of connection and responsibility to the community.	The teachers prepared presentations for students that were targeted to develop responsibility and connections to community. Often the presentations involved guest speakers from the community to expose students to new perspectives and voices and career opportunties.	2.2 $9000 $5000 $5000 LCFF Sup & Con Salaries & Benefits Supplies Services	2.2 $9000 $1800 $1600 LCFF Sup & Con Salaries & Benefits Supplies Services

Action 3

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

A CAES counselor will work with a designated list of students through graduation from high school to develop a greater sense of trust of people and resources in the CAES division and community.	A number of services and opportunities were provided to build trust and connections. The CAES counselor met weekly to maintain a consistent presence with students. Students were able to participate in two athletic leagues, take field trips (such as to the Young Writers Conference), participate in MLK speech contest, Poetry Out Loud competition, Arts Fest, and other activities. The Color Guard students served at school and local community events such as graduation, and the Madera prayer breakfast.	2.3 $18,300 LCFF Sup & con Salaries & Benefits	2.3 $7,600 LCFF Sup & con Salaries & Benefits

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The educational program in the juvenile hall and cadet academy was held in a safe environment. Much of the environment is controlled by policies of the Madera County Probation Department, but the collaboration of the Probation staff and administration with the school staff is strong.

The teacher to student ratio was maintained at the 12-1 ratio and individual instruction was provided in cases where students were required to be out of the classroom. A specific counselor was assigned to students at juvenile hall and the cadet academy.

There are four teachers that serve students in the program. One teacher is assigned in each of the four core areas of ELA, Math, History Social Science, and Science.

Special Education services are provided to all students with In Individual Education Plan.

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

Teachers and counselors provided support for students to create safe and caring classroom environment and delivered presentations to classes the highlighted on community resources. The number of opportunities for cadets to participate in extracurricular activities was increased this year as noted in Goal 2: Action 3, which gave the students in the cadet academy opportunities to expand their learning environment.

Attendance is mandatory for students in the juvenile hall and cadet academy, so the school had high attendance rates, no chronic absenteeism, and there were no student drop outs. Students who may not be allowed to attend classroom instruction are provided education through alternative means and the school staff were able to accommodate those needs.

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some savings from Supplies & Speakers on goal 2.2. Reduced expense on goal 2.3 for Counseling Assistant due to staffing changes.

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

No changes

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metrics/Indicators: Parent contacts for cadet academy students. 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.	The contacts were maintained through phone calls. The letter was not developed.
Metrics/Indicators: Parent participation on formal committees and informal events to provide input in making school decisions Increase Communication to all parents to increase opportunities to participate on formal committees and informal events.	Communication was increased through calls and contacts. Parent participation remains low.

Expected	Actual
Metrics/Indicators: Transitional meetings for cadet academy students Develop the transitional team and establish the purpose of the meetings. This work will be done in conjunction with the Madera County Probation department and additional outside agencies.	The transitional meetings have been developed and parents have attended all of the transitional meetings

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will create a call log and standard letter for teachers to utilize in order to increase parent communication for cadet academy students. The teachers will make a minimum of two parent contacts per semester for all cadet academy students.	The staff did make calls to parents, however the letter was not used during this year. Some parental contact is limited by restrictions per Probation Department policy preventing parent contact with students for student safety and privacy.	3.1 $6600 $100 LCFF –Sup & Conc Salaries & Benefits Supplies	3.1 $2800 $100 LCFF –Sup & Conc Salaries & Benefits Supplies

Action 2

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

Staff will build on the relationships that have been created through their positive contacts to personally invite parents and families to participate in formal committees and informal events.	CAES workshops on career options for the students were made available to parents. Parents were invited to provide input on school committees. Parents were able to attend several events including Poetry Out Loud competition and sporting events to support their students/child.	3.2 $11200 $ 1000 LCFF – Sup & Conc Salaries & Benefits ($6600 Inc in 3.1) Supplies	3.2 $11200 $ 1000 LCFF – Sup & Conc Salaries & Benefits ($2800 Inc in 3.1) Supplies

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Include parents in transitional meetings of cadet academy students to support their decisions for best placement. The transitional team will include designated CAES counselor, probation officer, and other community representatives that can positively impact cadet placement.	Beginning in January 2018 parents participated in transitional meetings that were held for students who were being released from custody. Transitional meetings included appropriate agency representatives to support student transition.	3.3 $3600 LCFF - Base Salaries & Benefits ($2900 Inc in 1.1 $700 Inc in 1.2)	3.3 $3600 LCFF - Base Salaries & Benefits ($2900 Inc in 1.1 $700 Inc in 1.2)

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Only moderate change in expenses due to no Parent Liaison was being hired.

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

CAES will increase parent educational workshops (wellness, academic, social and emotional needs of students, mind and body). Goal 3: Action 2.

Goal 4

Goal 4: Facilitate the county-wide coordination of services for the educational needs of foster youth and expelled youth.

State and/or Local Priorities addressed by this goal:

State Priorities: 6, 9, 10

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metrics/Indicators: Number of cohort meetings and campus visits/special events conducted. Maintain or increase number of cohort meetings/campus visits/special events	25 cohort meetings and campus visits/special events were conducted.
Metrics/Indicators: Average score on Post-Secondary Knowledge Survey Establish baseline data – develop and administer survey	24 foster youth responded to the Knowledge About College Survey.

Expected	Actual
Metrics/Indicators: Development/Dissemination of a county-wide resource guide. Finish the development of Resource Guide, Disseminate to middle and high school foster youth – Establish baseline data	The Resource Guide was developed. It will be disseminated to all middle and high school foster youth at the start of the 2018-19 school year.
Metrics/Indicators: Number of CAES foster youth receiving individual counseling services. Maintain or increase number of CAES foster youth who receive individual counseling.	100% of CAES foster youth receive individual counseling upon enrollment.
Metrics/Indicators: Number of CAES senior FAFSA completions Establish baseline data	50% of CAES seniors completed the FAFSA.
Metrics/Indicators: Number of CAES Seniors who complete the community college matriculation process. Establish baseline data	50% of CAES seniors completed the community college matriculation process.

Expected	Actual
Metrics/Indicators: Number of School Placement changes Establish baseline data	Five new foster youth were enrolled in CAES programs. Three foster youth withdrew and transferred to new schools.
Metrics/Indicators: Average number of days for records transfer, including partial credits Maintain or decrease average number of days for records transfers.	Records were transferred on average within 2 - 3 days.
Metrics/Indicators: Average number of foster parents who attend monthly foster parent workshops. Maintain or increase average number of foster parents who attend monthly workshops.	78 foster parents attended monthly parent workshop series.
Metrics/Indicators: Number of CAES foster youth monitored for attendance. Increase number of CAES foster youth monitored for attendance.	Five foster youth were monitored for attendance.
Metrics/Indicators: FY Attendance Rate for CAES foster youth Establish baseline data	Five foster youth were monitored for attendance.

Expected	Actual
Metrics/Indicators: Number of AB490/AB167/Credit Policy Trainings Maintain or increase number of AB490/AB167 policy training opportunities	Five AB490/AB167 policy trainings were conducted.
Metrics/Indicators: Number of stakeholder (Executive Advisory Council) meetings Maintain or increase number of Executive Advisory Council and other stakeholder meetings.	8 Monthly Foster Youth Executive Advisory Council meetings were held.
Metrics/Indicators: Transfer of health and education records/health education passport Write new Interagency Agreement to establish new and updated Madera County protocols and procedures-target completion date- December 2017	Interagency Agreement was completed. Target implementation date is Fall 2018.
Metrics/Indicators: County-wide Expelled Youth Plan Revise plan for 2018-2021	Three year plan was revised and approved.

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Inform foster youth about post-secondary options by conducting bi-monthly cohort meetings, providing opportunities for college/university campus visits and career exploration and independent living skills activities, providing individual counseling services to independent study and charter school foster youth, and collaborating with local LEAs to develop a county post-secondary preparation resource guide.	• Conducted 15 bimonthly cohort meeting for foster youth in grades 6 – 12. Meetings included self-interest exploration activities, career interest surveys, and activities to help foster youth become familiar with different post-secondary options including the four systems of higher education, military, career, and vocational/technical training opportunities. • Conducted 6 field trips for foster youth in grade 6 – 12 including visits to: UC Santa Cruz, UC Merced, St. Mary's College, UC Berkeley, San Jose State University, and Reedley College. • Conducted 6 Cooking and Nutrition classes (independent living skills) for foster youth in 4th through 12th grade. Students	4.1 $92,100 $138,300 $6,000 Foster Youth Salaries & Benefits Services & Travel Supplies	4.1 $85,792 $18,000 $3,800 Foster Youth Salaries & Benefits Services & Travel Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	learned about the nutritional values of various fruits and vegetables, learned basic cooking recipes and techniques through hands-on lessons, and learned how to shop for healthy meals while maintaining a budget. • Individual counseling sessions were held for all foster youth upon enrollment. Student's credit evaluations and academic transcript were reviewed and discussed; students in 11th or 12th grade were screened for AB167 eligibility. 4 foster youth were placed on an AB167 graduation track. Students were also informed of post-secondary opportunities. • Collaborated with local stakeholders including local LEAs, Department of Social Services, Probation, Madera Center Community College, and Skills 4 Success to develop a county-wide post-secondary planner and guide. Copies will be		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	ready for printing for beginning of the 2018-2019 school year.		

Action 2

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

Assist students in completing the FAFSA by the March 2 deadline by conducting two student, workshops, following up with individual students to ensure the process is complete and facilitating the development of a mechanism for tracking FAFSA completions.	• Collaborated with local LEAs and the Madera Center to ensure that seniors completed the FAFSA. The Madera Center NextUP program coordinator collaborated with district liaisons to meet with and ensure that foster youth completed this process. 80% foster youth in 12th grade have submitted the FAFSA – 13 seniors county-wide • MCSOS is in the process of gaining access to WebAdvisor which will enable the FYSC Program to track FAFSA completion for foster youth county-wide. In addition, district foster youth liaisons report FAFSA completions to the county coordinator as these are completed.	4.1 $92,100 $138,300 $6,000 Foster Youth Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)	4.2 $98,300 Foster Youth Salaries & Bene (Inc in 4.1)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Assist students in completing the community college matriculation process by conducting a	• Collaborated with Madera Center to host “Registration To Go”, matriculation process	4.1 $92,100 $138,300	4.3 $98,300 $18,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
community college overview workshop, scheduling and implementing matriculation workshop dates for the on-line application and orientation, facilitating an assessment preparation workshop and two assessment test dates, facilitating an advisory day at Madera Center to develop the student Education Plan, following up with individual students and ensuring a connection to a community college foster youth program; gather base line data.	workshops, for all seniors in the CAES program. Workshops included a college presentation, online application workshop, Web Advisor / Email workshop, online orientation, financial aid presentation and application submittal workshop, coordination of placement testing and an advisory day with a college counselor at the college site. • Coordinated with the NextUP program coordinator at Madera Center to ensure a connection is made prior to the student beginning work at the college level. • 13 students took part in the matriculation process. • Collaborated with the Next UP Program coordinator who worked with district foster youth liaisons to meet with youth at the school site to ensure the matriculation process was completed as well as to establish a connection to a community college foster youth	$6,000 Foster Youth Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)	$3,800 Foster Youth Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies (Inc in 4.1)

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

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure school stability, immediate enrollment and transfer of credits received for newly enrolled independent study and charter school foster youth by developing and implementing a MCSOS FYS board policy aimed at providing guidance regarding stability, enrollment and credits, coordinating the development of a county-wide interagency agreement of foster youth support services, increasing AB490/AB167 and credit policy trainings, teaching foster youth to self-advocate by understanding how to read and analyze their school transcript, and continuing to facilitate the collaboration with DSS, school districts, and other stakeholders to minimize school changes.(Executive Advisory	• Developed a draft foster youth services board policy describing policies and procedures to be used to ensure school stability, immediate enrollment and transfer of credits for new independent, charter school, and alternative education students. Draft will be finalized and submitted for board approval for the start of the 2018-2019 school year. • Through coordination with local partners, including Probation, Department of Social Services, and Madera Unified School District and with feedback from other partners including LEAs, CASA, and Skills 4 Success, coordinated the development of a county-wide interagency agreement outlining procedures	4.1 $92,100 $138,300 $6,000 Foster Youth Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)	4.4 $98,300 Foster Youth Salaries & Bene (Inc in 4.1)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Council).	used for the delivery of academic support services for foster youth in Madera County as well as describing the processes/policy for transportation for the maintenance of school stability. Draft will be sent out for approval by stakeholders and planned for implementation during the 2018-19 year. • Continued to facilitate monthly Foster Youth Executive Advisory Council meetings for local LEAs and stakeholders. Legislative updates, best practices, general information about foster youth, and opportunity for collaboration among DSS, Probation and stakeholders to minimize school changes and ensure school stability were provided. • Provided 5 AB490/AB167 trainings. • Conducted a workshop for foster youth where they learned how to read and analyze their high school transcript including		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	how to tell how many credits they have/need in order to graduate from high school		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide educational counseling and monitoring for the educational success of foster youth by developing policy and procedures for foster youth enrollment, completing a post-secondary school plan and academic evaluation with every foster youth upon enrollment, for 11th and 12th grade students, conduct an AB167 evaluation, bi-weekly progress checks, and post-secondary option information.	• A draft MCSOS FYSCP Board Policy, including procedures for foster youth enrollment has been completed and will be forwarded for approval for implementation during the 2018-19 year. Newly enrolled foster youth receive academic counseling and (if in 11th or 12th grade) AB167 screening, including post-secondary option information. For students at Voyager, a post-secondary plan is completed, including plans for school of attendance upon release, career interests, and post-secondary plans. Additionally, After Care Team meetings have been implemented. Prior to the release of a student, a team	4.1 $92,100 $138,300 $6,000 Foster Youth Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)	4.5 $98,300 Foster Youth Salaries & Bene (Inc in 4.1)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	meeting is held to ensure that the student understands where he/she may enroll in school, progress toward graduation, and that needed services are in place, including Behavioral Health services.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure the coordination of educational services for foster youth by facilitating the monthly Madera County Foster Youth Executive Advisory Council which includes LEAs, Department of Social Services, Probation, and other community stakeholders. Obtain feedback from stakeholders for the planning and development of capacity building training opportunities.	• Continued facilitating monthly Foster Youth Executive Advisory Council meetings to ensure the county-wide coordination of educational services for foster youth including college visits, bimonthly foster youth meetings, cooking and nutrition classes, and other special events including the Fresno County STEM Conference for Girls, National Manufacturing Day, Access to Higher Education, and the Reedley College STEM Conference. • Feedback from stakeholders	4.1 $92,100 $138,300 $6,000 Foster Youth Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)	4.6 $98,300 Foster Youth Salaries & Bene (Inc in 4.1)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	was obtained for the planning and development of capacity building training opportunities. The following training opportunities were provided to stakeholders based on their feedback during advisory council meetings: o Participation in the annual Foster Youth Education Summit o Participation in the Central California Truancy Summit o Participation in the CA Association of Supervisors of Child Welfare and Attendance conference		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Inform foster parents about the unique needs of foster youth through the coordination of a monthly foster parent workshop series, coordinating remote access to workshops, developing a foster parent support group as a	• Planned and implemented the monthly Foster Parent Connection workshop series. 78 foster parents attended workshops (duplicated count). Topics included: o AB490 Overview	4.1 $92,100 $138,300 $6,000 Foster Youth Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1)	4.7 $98,300 $18,000 $3,800 Foster Youth Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
supplement to foster parent workshops, and through the coordination of a county-wide foster parent outreach plan.	o The Role of a Foster Parent in a Foster Child's Education o How to Support Your Child's Emotional Health o Gang Awareness: Signs to Look for To Keep Your Child Safe o Navigating the World of Special Education o Responding to Trauma: Nurturing our Children o Ensuring Healthy Relationships and Reproductive Health for Your child o The Importance of Nutrition and Food Handling Safety • Coordinated remote access to workshops via Blackboard Connect. • Partnered with the Independent Living Program and the DSS Foster Parent Training Unit to disseminate workshop information and to encourage foster parents to attend. Collaborated with DSS to ensure that foster parents who attend receive on-going training credit hours required to remain	Supplies(Inc in 4.1)	Supplies (Inc in 4.1)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	licensed as an incentive. In addition, fliers were mailed to all foster parents and multiple Blackboard Connect phone messages and reminders were sent * Coordinated with the Information Technology Department to identify remote access to foster parent workshop via Blackboard Connect.		

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop a process for the continuous monitoring of students' attendance; begin monitoring foster youth in 11th and 12th grade; gather baseline data.	• Monitored the attendance of seniors on a quarterly basis and as needed through Power School, the student information system as well as through collaboration with teachers and administration.	4.1 $92,100 $138,300 $6,000 Foster Youth Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)	4.8 $98,300 Foster Youth Salaries & Bene (Inc in 4.1)

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, the majority of the actions/services were implemented. The collaborative effort in Madera County is strong. The goal of ensuring stability, immediate enrollment and transfer of credits has been at the forefront this year. Monthly Foster Youth Executive Advisory Council meetings resulted in an updated county-wide interagency information sharing agreement. It is an anticipated to be approved and implemented Fall, 2018. The agreement specifies agency roles and responsibilities related to the delivery of educational support services for foster youth and processes to be used. A draft CAES foster youth board policy was also developed which includes policies to ensure the immediate enrollment, transfer of records, and school stability of foster youth. It is anticipated that it will be approved and implemented in the fall. Additionally, members of the Foster Youth Executive Advisory council developed a tool identifying the criteria to be used when determining "best interest" regarding school of origin and developed a county wide transportation procedure to ensure school of origin, including fiscal responsibility. The Executive Advisory Council also developed a Resource Planner and Guide for all middle and high school foster youth. Content includes post-secondary preparation, financial aid, and legislative rights information for foster youth. Additionally, monthly rather than quarterly district liaison meetings were held which allowed for increased collaboration between Madera County Superintendent of Schools Foster Youth Services and local LEAs in developing and implementing post high school preparatory services and support. These included various field trips to colleges and universities and special events such as STEM conferences and College Nights. Additionally, monthly Foster Parent Connection workshops were held, engaging foster parents in discussions focused on topics including the special education process, foster youth educational rights, trauma and its impact on behavior, gang awareness, youth mental health, high school graduation/college entrance requirements, and the four systems of higher education and the paths to get there. Finally, foster youth staff continued to implement monthly meetings two times per month, giving middle and high school foster youth post-secondary information, planning and implementing campus visits and providing opportunities for career and interest exploration. Through collaboration with the Madera Center, foster youth received support to complete the community college matriculation and financial aid process. Foster youth staff also began providing individual counseling to CAES foster youth, including detained youth. A counselor screened 11th and 12th grade youth for AB167, reviewed credits and progress toward graduation and completed a post-secondary transition plan.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional Secretarial/ Counseling Support was not hired and savings are expected in the Services and Travel budgets.

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

Assist independent study and charter school seniors to complete the FAFSA by the March 2 deadline by conducting two student, workshops, following up with individual students to ensure the process is complete and facilitating the development of a mechanism for tracking FAFSA completions. Goal 4: Action 2

Assist interested independent study and charter school seniors to complete the community college matriculation process by conducting a community college overview workshop, scheduling and implementing matriculation workshop dates for the on-line application and orientation, facilitating an assessment preparation workshop and two assessment test dates, facilitating an advisory day at Madera Center to develop the student Education Plan, following up with individual students and ensuring a connection to a community college foster youth program; gather base line data. Goal 4: Action 3

Ensure school stability, immediate enrollment and transfer of credits received for newly enrolled independent study and charter school foster youth by developing and implementing a MCSOS FYS board policy aimed at providing guidance regarding stability, enrollment and credits, Goal 4: Action 4

Parent coordinating remote access to workshops. Goal 4: Action 7

Develop a process for the continuous monitoring of independent study and charter school foster youth attendance; begin monitoring foster youth in 11th and 12th grade; gather baseline data. Goal 4: Action 5

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

.The involvement process for the 2018-19 LCAP occurred throughout the 2017-18 school year with the intent of purposeful engagement from numerous stakeholder groups. Information was disseminated and input gathered through various means. These various stakeholder groups included Madera Superintendent of Schools (MCSOS) staff comprised of administration, certificated staff, classified staff, and agency personnel, parents, students, and district administration.
Meetings reviewed the requirements of the LCAP and the state's eight priorities and identified metrics. Goals and actions/services to be addressed during the 2017-18 school year were reviewed. Such discussions led to conversations of continued or new identified needs to be addressed through ongoing or revised actions/services in the coming years. The most current data in areas such as the number of at risk students obtaining diplomas, the number of credits recovered, the overall seat time, the overall in/out of school suspensions, and the increase in student involvement through specific activities were shared. This type of qualitative data is meaningful for the student population served by the Career and Alternative Educational Services Division (CAES).
Specific meetings or activities held to receive input and to provide ongoing planning and collaboration included:
1. Stakeholder input meetings for MCSOS staff, including administration, certificated, classified, internal classified, confidential, and bargaining unit representatives, were held at various times throughout the year as listed below. Parents were invited through Blackboard Connect and a mailer to participate in the Stakeholder meetings to get parent input. A Division stakeholder meeting was held May 31, 2018.
2. Parents and students were given a survey during the Fall semester to provide input on school climate and student services.
3. Parents were provided opportunities for input at each site's Open House Events and Parent Appreciation events
4. Regular staff meetings were held by CAES administrators and staff. MCIA staff met for one hour each week throughout the year. PTC staff meetings were held on minimum days on November 13, December 4, January 22, February 5, March 5, April 2 and April 30. Meetings for staff in the Cadet Academy and Juvenile Hall were held on reduced days.

5. School Site Council Meetings were held at all sites and Site Plans were approved.
6. CAES counseling staff met twice a month with staff of the Madera Unified Alterative Education Placement Team (AEPT) to coordinate transition of students and discuss how Madera Unified and the Madera County Superintendent of Schools are meeting the needs of at risk students.
7. CASES administration met monthly with the Juvenile Justice Committee, a community committee under the direction of the County Probation Department, to discuss needs and services to students under the authority of the Madera County Probation Department.
8. MCSOS's Leadership Team meetings are held once a week and program outcomes, actions and services are discussed.
9. The Madera County Board of Education meetings provided monthly opportunities for board and community input. Budget and program updates were provided and any necessary revision or input was discussed in public session, including the following for the CAES Division; the approval of textbooks for alternative education schools on July 11 and September 12, the approval of the Annual Inspection Report for Juvenile Detention Facility and Juvenile Correctional Camp on November 14, the approval of the California Dashboard local indicator parent and student survey results on November 14, the presentation of student performance State data (CAASPP, absenteeism, suspensions and expulsions) on December 12, the approval of the Student Accountability Report Cards (SARC) on January 9, the renewal of the Madera County Independent Academy Charter on March 13, and the presentation of the triennial Countywide Plan for Expelled Youth on April 10.
10. Designated professional development meetings for CAES instructional staff and staff meetings focused on instructional strategies and improving student achievement
11. Monthly collaborative meetings were held to review services provided to Foster Youth (FY) with personnel from the following: MCSOS, Madera Unified School District (MUSD), Madera County Department of Social Services (DSS), Madera County Probation Department, Madera Community College Center. In addition, meetings are held quarterly with district FY liaisons to provide better coordination of FY services.
12. Student Leadership organizations at Pioneer Technical Center and Madera County Independent Academy provided input to school administration.
13. Information regarding Foster Youth programs and services to expelled youth was shared and discussed by the Madera County Superintendent of Schools, County Office staff, and district superintendents at the regularly scheduled Madera County superintendent meetings.
14. The MCIA and PTC WASC review process was coordinated with LCAP development and provided staff opportunity for input in preparation for visits.

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A Public Hearing for MCSOS's LCAP and budget was an agenda item for MCSOS's Board of Education meeting on June 12, 2018. Notice of the Public Hearing was published in the Madera Tribune. Any necessary revisions to the PTC draft LCAP will be made based upon public comment, parent input, or board of education response. Final adoption of the LCAP is scheduled for June 27, 2018, at the MCSOS Board of Education Meeting.

Impact on LCAP and Annual Update

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

Stakeholders meetings and staff, student and parent input had the following impact in the development of the 2018-19 LCAP:
• There is a need for more opportunities in Career Technical Education, work experience, and internships as students prepare to be college and careers ready. A high level of interest in CTE programs was expressed by students attending MCIA. Reaching out to local businesses and local community colleges, students will broaden their knowledge of post-secondary opportunities. Increased CTE opportunities will be available for Independent Study students.
• Students have shown a high level of interest in seat time elective classes as part of their independent study program and more electives will be added.
• Parents have expressed strong support for the additional time independent students can spend at school working on their school work. CAES will be developing additional computer learning stations for students to use on campus.
• Professional development has been conducted on state standards. However, there continues to be a need for training in the area of strategies for EL students. Designated reduced days, staff meetings, and workshops will continue to be used to engage teachers in best practices for all students.
• Additional time for teacher collaboration and coaching is needed. Common reduced days and staff meetings will be identified for these purposes. More training on use of project based learning was identified as an area of focus.
• Meaningful parent involvement continues to be an ongoing challenge. There are many factors that influence the families of at risk students' abilities to engage with their child's educational process and to be directly involved in the decision making. It has been determined there is more parent involvement when more personal and positive contacts are made with the parents. Additional processes will be adopted to enhance positive relationships between parents and the school.
• Provide more focused training on the use of technology in instruction. Students should have access to updated technology and be taught to use technology for educational purposes. Teachers should receive regular training on such things as the use of smart boards and specific instructional software programs to stay current with the ever-changing world of technology.
• Feedback from WASC visiting committee indicated need to continue to develop the use of the online program for students.
• New curriculum and additional library resources are needed for instruction at juvenile hall and cadet academy
• Blended learning program support was a positive element of PTC Chowchilla and will be expanded to the PTC Madera program to provide a more flexible learning environment for students.
• Homeless youth are in need of basic necessities such as clothes, hygiene products, and access to local public transportation.
• Academic gaps in ELA and Math need to be a priority

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Increased achievement in all content areas; credit recovery towards graduation and focused intervention strategies for low performing students. (All of the students in the program qualify as foster youth students and receive individualized academic support during their placement to assist them in meeting their particular credit and academic needs in small group settings).

EL student progress. There is no relevant data for Alternative school reclassification rate due to the short term placement of students in the programs, however,most all students will be eligible for reclassification at the home district of school of choice once leaving Juvenile Hall or the Academy. Focus

is on assessing students and providing EL instruction to foster their continued development.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Individual Graduation Progress plan	To Be Developed - No current data	Individual plan will be developed and implemented with all students in juvenile hall and the cadet academy to be on track to graduate. Establish baseline.	100% of students will be put on individual graduation progress plan	100% of students will be put on individual graduation progress plan
Career interest Assessment Juvenile Hall.	To Be Developed-No current data	Career interest survey will be created. The career interest survey will be implemented for students in juvenile hall once it is determined the student will be in the facility more than fifteen days. Establish baseline.	100% of students in the facility for more than 15 days will be given career interest survey	100% of students in the facility for more than 15 days will be given career interest survey

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students in the correctional academy will complete a career assessment within the first month of them being in the cadet academy.Career Interest Assessment Correctional Academy	To Be Developed-No current data	Career assessment will be created and implemented with all students in the correctional academy within the first month of them being in the cadet academy.	100% of students in cadet academy will be given career assessment survey	100% of students in cadet academy will be given career assessment survey
El student reclassification	There is no relevant data for Alternative school reclassification due to the short term placement of students in the programs. To be established	Develop an assessment to use along with CELDT/ELPAC to be able to reclassify EL students.	All EL students will take the ELPAC and be evaluated on reclassification criteria	All EL students will take the ELPAC and be evaluated on reclassification criteria

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Standards Aligned Instructional Materials	100% students have access to Standards aligned instructional materials. Reported on Williams Annual Report New curriculum purchased, and staff has continued to receive professional development in EL, common core, and other engagement strategies.	Maintain all students access to Standards aligned instructional materials. Students will improve grades and more credits will be earned.	100% of students access to Standards aligned instructional materials. Students will improve grades and more credits will be earned.	100% of students access to Standards aligned instructional materials. Students will improve grades and more credits will be earned.
State adopted content and performance standards	100% of students will receive instruction based on State adopted Common Core State Standards	All students will receive instruction based on State adopted Common Core State Standards	100% of students will receive instruction based on State adopted Common Core State Standards	100% of students will receive instruction based on State adopted Common Core State Standards

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Broad course of study	100 % students in Juvenile Hall and Academy have access to a course of study that allows them to earn credits that will transfer to meet diploma track graduation requirements	Maintain options for credits that will meet graduation requirements	100 % students in Juvenile Hall and Academy have access to a course of study that allows them to earn credits that will transfer to meet diploma track graduation requirements	100 % students in Juvenile Hall and Academy have access to a course of study that allows them to earn credits that will transfer to meet diploma track graduation requirements
Targeted support for Special Education students	All SPED students receive targeted support and appropriate special education service	Maintain Special Education support of each SPED student	Maintain Special Education support of each SPED student	Maintain Special Education support of each SPED student
State CASSP	State CASSP Alternative Schools do not receive school score	State CASSP Alternative Schools do not receive school score	State CAASPP Alternative Schools do not receive school score	State CAASPP Alternative Schools do not receive school score
API	State CASSP Alternative Schools do not receive school score	State CASSP Alternative Schools do not receive school score	State CASSP Alternative Schools do not receive school score	State CASSP Alternative Schools do not receive school score

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
UC/CSU eligibility	Alternative School does not offer a-g classes	Alternative School does not offer a-g classes	Alternative School does not offer a-g classes	Alternative School does not offer a-g classes
ELPI	Alternative School does not receive ELPI score. Establish baseline score for reclassification for students in the Academy.	Increase reclassification of Academy students	Alternative School does not receive ELPI score.	Alternative School does not receive ELPI score.
AP Exams	Alternative School does not offer AP classes	Alternative School does not offer AP classes	Alternative School does not offer AP classes	Alternative School does not offer AP classes
EAP	Alternative School does not receive EAP score	Alternative School does not receive EAP score	Alternative School does not receive EAP score	Alternative School does not receive EAP score
Graduation Credit recovery	Maintain student credit status for graduation at minimum. Earn additional credits to close gap when possible	Maintain student credit status for graduation at minimum. Earn additional credits to close gap when possible	Alternative Schools do not receive four year graduation rate. Earn additional credits to close gap when possible	Alternative Schools do not receive four year graduation rate.. Earn additional credits to close gap when possible

Planned Actions/Services

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

Action #1

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The Career Alternative Education Services (CAES) Counseling department will develop an individual plan for students in juvenile hall and the cadet academy to ensure graduation	The Career Alternative Education Services (CAES) Counseling department will develop an individual plan for students in the cadet academy to ensure graduation progress is	Unchanged -Budget updated only

progress is met and post-secondary options are explored. The staff and designated counselor will implement the individual plan for students in juvenile hall and the cadet academy.	met and post-secondary options are explored. The staff and designated counselor will implement the individual plan for students in the cadet academy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.1 -- $12,500	1.1 $17,900	$18,400
Source	LCFF – Base	LCFF-Base	LCFF-Base
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

Action #2

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The CAES counseling department staff will develop a career interest survey to be completed by students to assist them in exploring careers that match their interests.	Counseling department will use information to develop a resource list of career options locally and elsewhere. Maintain list based on results of previous interest surveys.	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.2 $3600 (Inc)	1.2 $3,700	1.2 $3,800
Source	LCFF –Base	LCFF - Base	LCFF - Base

Year	2017-18	2018-19	2019-20
Budget Reference	Salary & Benefits ($2900 Inc in 1.1)	Salary & Benefits ($3000 Inc in 1.1)	Salary & Benefits ($3100 Inc in 1.1)

Action #3

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

.The Career Alternative Education Services counseling staff will research and/or create a career assessment to implement with all students in the correctional academy within the first month of them being in the cadet academy.	.The Career Alternative Education Services counseling staff will implement career assessment with all students in the correctional academy within the first month of them being in the cadet academy.	Unchanged - Budget Updated Only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.3 $3600 $1000	1.3 $3,000 Inc in 1.1 $ 700 $1,000	$3,100 Inc in 1.1 $700 $1,000
Source	LCFF - Base	LCFF-Base	LCFF-Base
Budget Reference	Salary & Benefits ($2900 Inc in 1.1) Services	Salary & Benefits ($3000 inc in 1.1) Salary & Benefits Services	Salary & Benefits ($3100 inc in 1.1) Salary & Benefits Services

Action #4

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

Students to be Served	Location(s)

N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Counseling staff will make sure to maintain list of EL students that are long term commits or academy cadets to ensure that these students are accessing curriculum and acquiring the language, which will facilitate their reclassification.	Counseling staff and teacher on assignment will maintain list of EL students that are long term commits or academy cadets to ensure that these students are accessing curriculum and acquiring the language, which will facilitate their reclassification.	Unchanged - Budget updated

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	1.4 $4000 S&C $3100 Title I	1.4 $3,200 Title I $3,300 S&C $700 S&C	1.4 $3,300 Title I $3,400 S&C $800 S&C
Source	LCFF – Sup & Conc & Title I	Title I LCFF-S&C	Title I LCFF-S&C
Budget Reference	Salaries & Benefits	Salary & Benefits Salary & Benefits Salary & Benefits	Salary & Benefits Salary & Benefits Salary & Benefits

Action #5

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

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

OR

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

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

N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers and administrators will continue to review and enhance curriculum to ensure it is rigorous and engaging to all students, which will increase the number of students learning at higher levels in juvenile hall and the cadet academy.	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.	Unchanged - Budget updated

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Budget Reference	Salaries & Benefits	Salary & Benefits Salary & Benefits	Salary & Benefits Salary & Benefits

Action #6

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

MCSOS will recruit and retain appropriately credentialed teachers.	Unchanged - Budget Updated	Unchanged - Budget Updated

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.6 $235,500 Base $147,600 Title I	1.6 $248,300 Base $165,900 Title I	1.6 $255,000 $170,400
Source	LCFF – Base & Title I	LCFF-Base Title I	LCFF-Base Title I
Budget Reference	Salaries & Benefits	Salary & Benefits Salary & Benefits	Salary & Benefits Salary & Benefits

Action #7

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MCSOS will provide opportunities for professional development on designated days and attend external workshops and conferences. Professional development days will be used to address best practices and collaboration on topics relevant to the needs of individual programs.	MCSOS will provide opportunities for professional development on designated days and attend external workshops and conferences. Professional development days will be used to address best practices and collaboration on topics relevant to the needs of individual programs.	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	1.7 $7000 $7100	1.7 $5,200 $2,100 $63,600 $10,000	1.7 $5,300 $2,100 $10,300
Source	LCFF -Base	LCFF-Base LCFF-Base College Readiness Grant LCFF-Base	LCFF-Base
Budget Reference	Services & Travel Salaries & Benefits	Services & Travel Services & Travel Salary & Benefits Salary & Benefits	Services & Travel Services & Travel Salary & Benefits

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

Unchanged

Goal 2

Goal 2: Students will be connected and committed to their education in a safe environment.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Increase student engagement
(Classes are held in correctional facility and safety and environment administered by legal requirements and policies of the Probation Department. MCSOS focus in upon positive educational environment)
(Attendance is mandatory and monitored by Probation Department. All students are required to attend school. If a student is unable to be a part of the classroom, instruction is provided through alternative means)
.
High School Graduation. Due to short term placement, only Academy students who may be in program when they complete credits are eligible to graduate. Goal of program is to maintain and/or assist in credit recovery to allow students to graduate from home school or school of choice.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher-Student ratio	12-1 teacher-student ratio	The number of needed teachers will remain in the facility according to the population to ensure a low student to teacher ratio	The number of needed teachers will remain in the facility according to the population to ensure a low student to teacher ratio	The number of needed teachers will remain in the facility according to the population to ensure a low student to teacher ratio
Presentations to help students be more connected to their community	Two presentations	Establish the two presentations to be presented one each semester to help students be more connected to their community.	Two presentations will be maintained	Two presentations will be maintained
School Attendance Rates	Attendance is mandatory (see above) Attendance baseline in 99.8%	Maintain attendance rate	100% attendance	100% attendance
Chronic Absenteeism	None Due to mandatory attendance requirement	Maintain rate	0%	0%

High School Drop Out Rates	None While in Juvenile Hall and Correctional Academy all students are required to maintain enrollment	Maintain rate	0%	0%
High School Graduations Rates	No school data available for program- see above Identified Need).	No school data available for program- see above Identified Need).	No school data available for program- see above Identified Need).	No school data available for program- see above Identified Need).
Pupil Suspension Rates	Students in Juvenile Hall and the Correctional Academy are not suspended or expelled in the traditional sense. If inappropriate behavior occurs, Probation makes determination of the consequences of that action.	No suspensions	0%	0%

Pupil Expulsion Rates	Students in Juvenile Hall and the Correctional Academy are not suspended or expelled in the traditional sense. If inappropriate behavior occurs, Probation makes determination of the consequences of that action.	No expulsions	0%	0%
School Climate and Safety	Tool To Be Developed MCSOS provides educational services only. Classes are held in correctional facility and safety and environment administered by legal requirements and policies of the Probation Department	Maintain status per probation	Maintain 95% on survey	Maintain 95% on survey

School Facilities Inspection Tool	Facilities for Juvenile Hall and the Correctional Academy are maintained by County Probation Department are kept in “good care” per inspection of MCSOS inspection	Maintain facility status	Maintain facility status "good repair"	Maintain facility status "good repair"
Designate a CAES Counselor to work specifically with the students in the cadet academy.	One Counselor	Maintain Counselor	Maintain Counselor	Maintain Counselor
Middle School Drop Out Rate	N/A While in Juvenile Hall and Correctional Academy all students are required to maintain enrollment	N/A	N/A	N/A

Planned Actions/Services

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

Action #1

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A positive working relationship with the Deputy Chief Probation Officer of the Madera County Juvenile facility and the educational administrator will ensure the number of teachers provided to juvenile hall and the	Unchanged - Budget updated only	Unchanged - Budget updated only

cadet academy will create a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.1 $235,500 $6600	2.1 $248,300 $12,700	2.1 $255,000 $13,000
Source	LCFF – Base LCFF Sup & Conc	LCFF – Base LCFF Sup & Conc	LCFF – Base LCFF Sup & Conc
Budget Reference	Salaries & Benefits (Inc in 1.6) Salaries & Benefits	Salaries & Benefits (Inc in 1.6) Salaries & Benefits	Salaries & Benefits (Inc in 1.6) Salaries & Benefits

Action #2

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

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

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will prepare 1 presentation each semester for students to gain a greater sense of connection and responsibility to the community.	Unchanged - Budget updated only	Unchanged - Budget updated only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	2.2 $9000 $5000 $5000	2.2 $9100 $5000 $5000	2.2 $9300 $5100 $5100
Source	LCFF Sup & Con	LCFF Sup & Con	LCFF Sup & Con
Budget Reference	Salaries & Benefits Supplies Services	Salaries & Benefits Supplies Services	Salaries & Benefits Supplies Services

Action #3

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

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

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A CAES counselor will work with a designated list of students through graduation from high school to develop a greater sense of trust of people and resources in the CAES division and community.	Unchanged - Budget updated only	Unchanged - Budget updated only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.3 $18,300	2.3 24,200	2.3 24,900
Source	LCFF Sup & con	LCFF Sup & con	LCFF Sup & con

Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

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

Unchanged

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Increase parent involvement

Expected Annual Measureable Outcomes

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

Parent contacts for cadet academy students.	Two contacts per semester	Facility teachers will utilize the call log and/or standard letter to increase parent communication for cadet academy students. This communication will occur a minimum of two times per semester.	Facility teachers will utilize the call log and/or standard letter to increase parent communication for cadet academy students. This communication will occur a minimum of two times per semester.	Facility teachers will utilize the call log and/or standard letter to increase parent communication for cadet academy students. This communication will occur a minimum of two times per semester.
Parent participation on formal committees and informal events to provide input in making school decisions	To be established	Increase Communication to all parents to increase opportunities to participate on formal committees and informal events.	Parent participation will increase on school site council and Attendance at workshops will increase	Parent participation will increase on school site council and Attendance at workshops will increase
Transitional meetings for cadet academy students.	To Be determined Meeting for all students involving Madera County Probation and agencies	Develop the transitional team and establish the purpose of the meetings. This work will be done in conjunction with the Madera County Probation department and additional outside agencies.	All parents of students who are transitioning from the cadet academy will participate in a transitional meeting that involves Probation and appropriate agencies.	All parents of students who are transitioning from the cadet academy will participate in a transitional meeting that involves Probation and appropriate agencies.

Planned Actions/Services

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

Action #1

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Staff will create a call log and standard letter for teachers to utilize in order to increase parent communication for cadet academy students. The teachers will make a minimum of two parent contacts per semester for all cadet academy students.	The staff at Juvenile Hall and the Cadet Academy will provide effective communication with parents of regular and special education students in the home language. Staff will make a minimum of two parent contacts per semester for all cadet academy students. Bilingual services will be available to parents in all communication,s and at meetings, including all IEPs.	N/A

Budgeted Expenditures

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

Action #2

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Staff will build on the relationships that have been created through their positive contacts to personally invite parents and families to participate in formal committees, workshops, and informal events.	The unduplicated student population has some of the lowest rates of parent involvement. To address this need the staff will build on the relationships that have been created through positive contacts to personally invite parents and families to participate in formal committees, workshops and informal events. MCSOS will provide opportunities for parent input through	Unchanged - Budget update only

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 t attend events and committees to help them support their child's education

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3.2 $11200 $ 1000	3.2 $10,100 $ 6,900 $1000	3.2 $10,400 $7,100 $1,000
Source	LCFF – Sup & Conc	LCFF – Sup & Conc	LCFF – Sup & Conc
Budget Reference	Salaries & Benefits ($6600 Inc in 3.1) Supplies	Services Salaries & Benefits (Inc in 3.1) Supplies	Services Salaries & Benefits (Inc in 3.1) Supplies

Action #3

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

Students to be Served	Location(s)
All Students	Specific Schools, Voyager (correctional academy)

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Include parents in transitional meetings of cadet academy students to support their decisions for best placement. The transitional team will include designated CAES counselor, probation officer, and other community representatives that can positively impact cadet placement.	Unchanged - Budget update only	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3.3 $3600	3.3 $3700	3.3 $3800
Source	LCFF - Base	LCFF - Base	LCFF - Base
Budget Reference	Salaries & Benefits ($2900 Inc in 1.1 $700 Inc in 1.2)	Salaries & Benefits ($3000 Inc in 1.1 $700 Inc in 1.2)	Salaries & Benefits ($3100 Inc in 1.1 $700 Inc in 1.2)

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

New

Goal 4

Goal 4: Facilitate the county-wide coordination of services for the educational needs of foster youth and expelled youth.

State and/or Local Priorities addressed by this goal:

State Priorities: 6, 9, 10

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of cohort meetings and campus visits/special events conducted.	22 cohort meetings/campus visits/special events.	Maintain or increase number of cohort meetings/campus visits/special events	Provide 22 foster youth meetings, college visits, and special events.	Maintain or increase the number of meetings, college visits, and special events.
Average score on Post-Secondary Knowledge Survey	To Be determined in 2017-18	Establish baseline data – develop and administer survey	Utilize student feedback to identify services and activities.	Unchanged
Development/Dissemination of a county-wide resource guide.	To be established in 2017-18	Finish the development of Resource Guide, Disseminate to middle and high school foster youth – Establish baseline data	100% of middle and high school foster youth will receive a Resource Guide.	Unchanged
Number of CAES foster youth receiving individual counseling services.	6	Maintain or increase number of CAES foster youth who receive individual counseling.	100% of CAES foster youth will receive individualized counseling services.	Unchanged

Number of CAES senior FAFSA completions	No prior data. To be established in 2017-18	Establish baseline data	100% of interested CAES foster youth seniors will complete the FAFSA application process.	Unchanged
Number of CAES Seniors who complete the community college matriculation process.	No prior data. To be established in 2017-18	Establish baseline data	100% of interested CAES seniors will complete the FAFSA application process.	Unchanged
Number of School Placement changes	No prior data. To be established in 2017-18	Establish baseline data	50% of eligible foster youth will remain in their school of origin if its in their best interest.	Maintain or increase rate of foster youth who remain in their school of origin.
Average number of days for records transfer, including partial credits	3 (2015 FYS EOY Report data)	Maintain or decrease average number of days for records transfers.	Records will be transferred between 2 - 3 business days.	Unchanged

Average number of foster parents who attend monthly foster parent workshops.	8 (76 total – duplicated count)	Maintain or increase average number of foster parents who attend monthly workshops.	15% of county foster parents will attend foster parent workshops.	Unchanged
Number of CAES foster youth monitored for attendance.	0	Increase number of CAES foster youth monitored for attendance.	100% of CAES foster youth will be monitored for attendance.	Unchanged
FY Attendance Rate for CAES foster youth	No prior data-To Be Established in 2017-18	Establish baseline data	CAES foster youth attendance rate will be 50%.	CAES foster youth attendance will be maintained or increased.
Number of AB490/AB167/Credit Policy Trainings	3	Maintain or increase number of AB490/AB167 policy training opportunities	Provide three AB490/AB167 policy trainings.	Unchanged

Number of stakeholder (Executive Advisory Council) meetings	8	Maintain or increase number of Executive Advisory Council and other stakeholder meetings.	Facilitate 11 Executive Advisory Council stakeholder meetings.	Unchanged
Transfer of health and education records/health education passport.	8	Write new Interagency Agreement to establish new and updated Madera County protocols and procedures - target completion date - December 2017	Implement updated Interagency Agreement	Unchanged
County-wide Expelled Youth Plan	Operate Career Alternative Education Services Department.to oversee plan that coordinates services to all Madera County Districts and Charter Schools	Revise plan for 2018-2021	Implement the Expelled Youth Plan that was adopted in 2018 and report on actions annually to district superintendents	Implement the Expelled Youth Plan that was adopted in 2018 and report on actions annually to district superintendents

Planned Actions/Services

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

Action #1

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Inform foster youth about post-secondary	Inform foster youth about post-secondary	N/A

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4.1 $92,100 $138,300 $6,000	4.1 $90,700 $100,000 $8,400	
Source	Foster Youth	Foster Youth	
Budget Reference	Salaries & Benefits Services & Travel Supplies	Salaries & Benefits Services & Travel Supplies	

Action #2

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Assist students in completing the FAFSA by the March 2 deadline by conducting two student workshops, following up with individual students to ensure the process is complete and facilitating the development of	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	N/A

a mechanism for tracking FAFSA completions.	complete; 100% of seniors will complete the FAFSA application process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4.1 $92,100 $138,300 $6,000	4.1 $90,700	
Source	Foster Youth	Foster Youth	
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)	Salaries & Bene (Inc in 4.1)	

Action #3

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Assist students in completing the community college matriculation process by conducting a community college overview workshop, scheduling and implementing matriculation workshop dates for the on-line application and orientation, facilitating an assessment preparation workshop and two assessment test dates, facilitating an advisory day at Madera Center to develop the student Education Plan, following up with individual students and ensuring a connection to a community college foster youth program; gather base line data.	Continue assisting students in the completion of the community college matriculation process by conducting community college workshops and the facilitation of assessment and advisory day dates and following up with individual students to ensure positive transition to the community college; 100% of interested CAES foster youth will complete the matriculation process.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4.1 $92,100 $138,300 $6,000	4.1 $90,700 $100,000 $8,400	
Source	Foster Youth	Foster Youth	
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)	

Action #4

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

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

OR

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

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

N/A	N/A	N/A

Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4.4 $92,100 $138,300 $6,000	4.4 $90,700	4.4 $93,200
Source	Foster Youth	Foster Youth	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)	Salaries & Bene (Inc in 4.1)	Salaries & Bene (Inc in 4.1)

Action #5

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

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

OR

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

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

N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide educational counseling and monitoring for the educational success of foster youth by developing policy and procedures for foster youth enrollment, completing a post-secondary school plan and academic evaluation with every foster youth upon enrollment, for 11th and 12th grade students, conduct an AB167 evaluation, bi-weekly progress checks, and post-secondary option information.	Continue providing educational counseling and monitoring for the educational success of CAES foster youth by continuing the development of post-high school plans for every foster youth, conducting post post-secondary plan annual updates, continuing the academic evaluation of foster youth upon enrollment and annual academic evaluation review for current students, continuing AB167 screenings, extending biweekly progress check and post-secondary school options information to include 9th and10th grade foster youth.	Unchanged - Budget only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	4.1 $92,100 $138,300 $6,000	4.1 $90,700	4.1 $93,200
Source	Foster Youth	Foster Youth	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)	Salaries & Bene (Inc in 4.1)	Salaries & Bene (Inc in 4.1)

Action #6

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Ensure the coordination of educational services for foster youth by facilitating the monthly Madera County Foster Youth Executive Advisory Council which includes LEAs, Department of Social Services, Probation, and other community stakeholders. Obtain feedback from stakeholders for the planning and development of capacity building training opportunities.	Continue facilitating the monthly Madera County Foster Youth Executive Advisory Council; implement capacity building training opportunities based on feedback from stakeholders.	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	4.1 $92,100 $138,300 $6,000	4.1 $90,700	4.1 $93,200
Source	Foster Youth	Foster Youth	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)	Salaries & Bene (Inc in 4.1)	Salaries & Bene (Inc in 4.1)

Action #7

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Inform foster parents about the unique needs of foster youth through the coordination of a monthly foster parent workshop series, coordinating remote access to workshops, developing a foster parent support group as a supplement to foster parent workshops, and through the coordination of a county-wide foster parent outreach plan.	Continue coordinating monthly foster parent workshop series and alternative viewing locations; increase outreach to foster parents and obtain 15% of county foster parent participation in workshop series.	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4.1 $92,100 $138,300 $6,000	4.1 $90,700 $100,000 $8,400	4.1 $93,200 $102,700 $8,600

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

Action #8

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

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

OR

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

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

Actions/Services

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

New	Modified	Modified

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4.1 $92,100 $138,300 $6,000	4.1 $90,700	4.1 $93,200
Source	Foster Youth	Foster Youth	Foster Youth
Budget Reference	Salaries & Bene (Inc in 4.1) Services & Travel (Inc in 4.1) Supplies(Inc in 4.1)	Salaries & Bene (Inc in 4.1)	Salaries & Bene (Inc in 4.1)

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

New

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: 9

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

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

Madera County Expulsion Rate	N/A	N/A	Baseline of 13% in 2017 Maintain or decrease the expulsion rate countywide	Maintain or decrease the expulsion rate countywide

Planned Actions/Services

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

Action #1

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

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

OR

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

Students to be Served	Scope of Services:	Location(s)
	LEA-Wide	All Schools

Actions/Services

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

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

Budgeted Expenditures

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

Budget Reference	N/A	Salaries & Benefits	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 183,907 (Not including Charter Transfer of Non-Juv Court Students)	3.25 %

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

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

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

The actions and services listed below are increased or improved above the services that would be provided if an unduplicated pupil were enrolled in the

program. Specific actions to improve and increase services include:

Goal 1, Action 4: Counseling staff will make sure to maintain a list of EL students that are “long term commits” or academy cadets to ensure that these students are accessing curriculum and acquiring the language, which will facilitate their reclassification.
Goal 2, Action 1: A positive working relationship with the Deputy Chief Probation Officer of the Madera County Juvenile facility and the educational administrator will ensure the number of teachers provided to juvenile hall and the cadet academy will create a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code.
Goal 2, Action 2: Teachers will prepare 1 presentation each semester for students to gain a greater sense of connection and responsibility to the community.
Goal 2, Action 3: A CAES counselor will work with a designated list of students through graduation from high school to develop a greater sense of trust of people and resources in the CAES division and community.
Goal 3, Action 1: Staff will create a call log and standard letter for teachers to utilize in order to increase parent communication for cadet academy students. The teachers will make a minimum of two parent contacts per semester for all cadet academy students.
Goal 3, Action 2: Staff will build on the relationships that have been created through their positive contacts to personally invite parents and families to participate in formal committees and informal events.

LCAP Year: 2018-19

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

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The services of the programs in Juvenile Hall and the Cadet Academy are designed to conform to the unique circumstances and needs pupils who are under the authority of the County Probation Department in a restrictive environment. The students in the program are high risk students that often have significant gaps in their education, disengagement from their school of residence, irregular attendance, and social and emotional concerns that have impacted their educational performance. As a result most of the students suffer credit deficiencies. Because nearly all students are unduplicated, and because the services are principally directed to meet the needs are among the most effective strategies for students, actions and services will be provided school-wide for the correctional facilities.

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

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

Goal 1, Action 4: Counseling staff and teacher on assignment will maintain list of EL students that are long term commits or academy cadets to ensure that these students are accessing curriculum and acquiring the language, and effective in facilitating their reclassification. This will be principally directed at meeting the needs of EL students and effectiveness will be based on improved academic performance on state testing, classroom assessments and earning of credits for graduation.
Goal 2, Action 1: Maintaining a small student to teacher ratio will be principally directed at providing unduplicated pupils a positive and personal educational experience. A positive working relationship with the Deputy Chief Probation Officer of the Madera County Juvenile facility and the educational administrator will ensure the number of teachers provided to juvenile hall and the cadet academy will be effective in creating a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code. The success of this will be evaluated by maintaining the low suspension rates and positive classroom environment reflected in student surveys.
Goal 2, Action 2: Teachers will prepare 1 presentation each semester for students. These presentations will be principally directed to unduplicated pupils to help them gain a greater sense of connection and responsibility to the community. The effectiveness of this will be reflected in level of student participation, engagement in the career surveys, and continued credit recovery for high school graduation.
Goal 2, Action 3: A CAES counselor will work with a designated list of students through graduation from high school to develop a greater sense of trust of people and resources in the CAES division and community. This will be principally directed for unduplicated pupils who may have been disengaged from school and community and will be effective in increasing student attendance, behavior, academic performance and potential for graduation for students if they complete their education in the cadet academy or when they return to district of residence. This, and transition meetings, following

matriculation from the cadet academy will be evaluated by successful transitions to school and community and increased graduation rates.
Goal 3, Action 1: Staff will make a minimum of two parent contacts per semester for all cadet academy students. This is principally directed towards the parents of unduplicated pupils to encourage increased partnership for the student to succeed and for the parent to work with teachers.
Goal 3, Action 2: Staff will build on the relationships that have been created through their positive contacts to personally invite parents and families to participate in formal committees and informal events. These actions will be principally directed to increasing the involvement of parents of unduplicated students and will be evaluated based on level of parent participation.