

COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Madera County Superintendent of Schools (Endeavor and Voyager Schools)

CDS Code: 20102070000000

School Year: 2026-27

COE contact information:

Hugo Sánchez

Program Director-Career Alternative Education Services Division

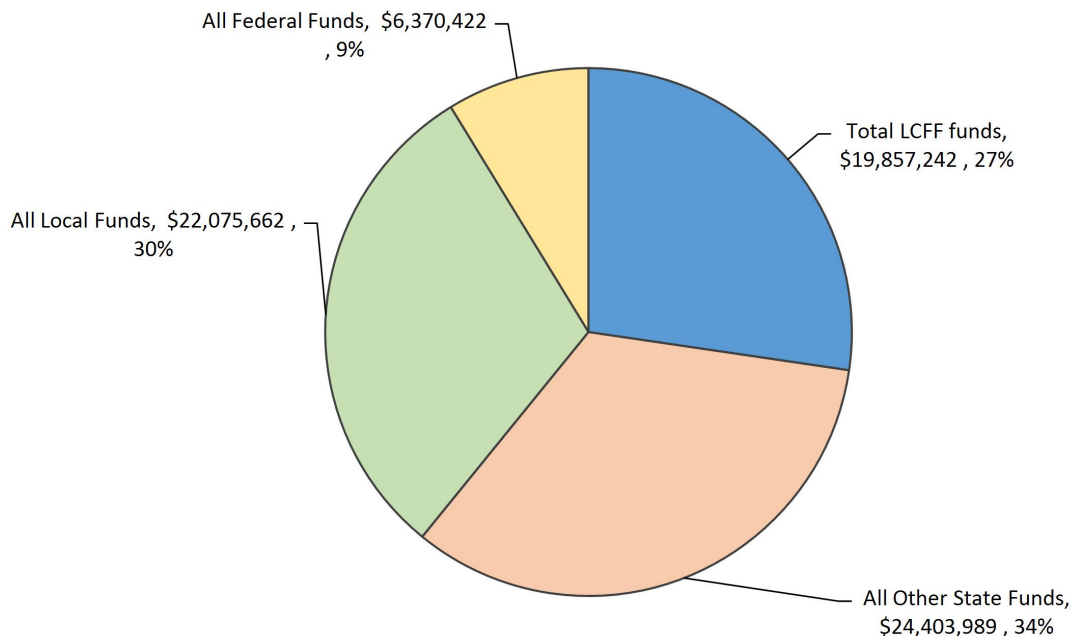
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(559) 662-6211

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

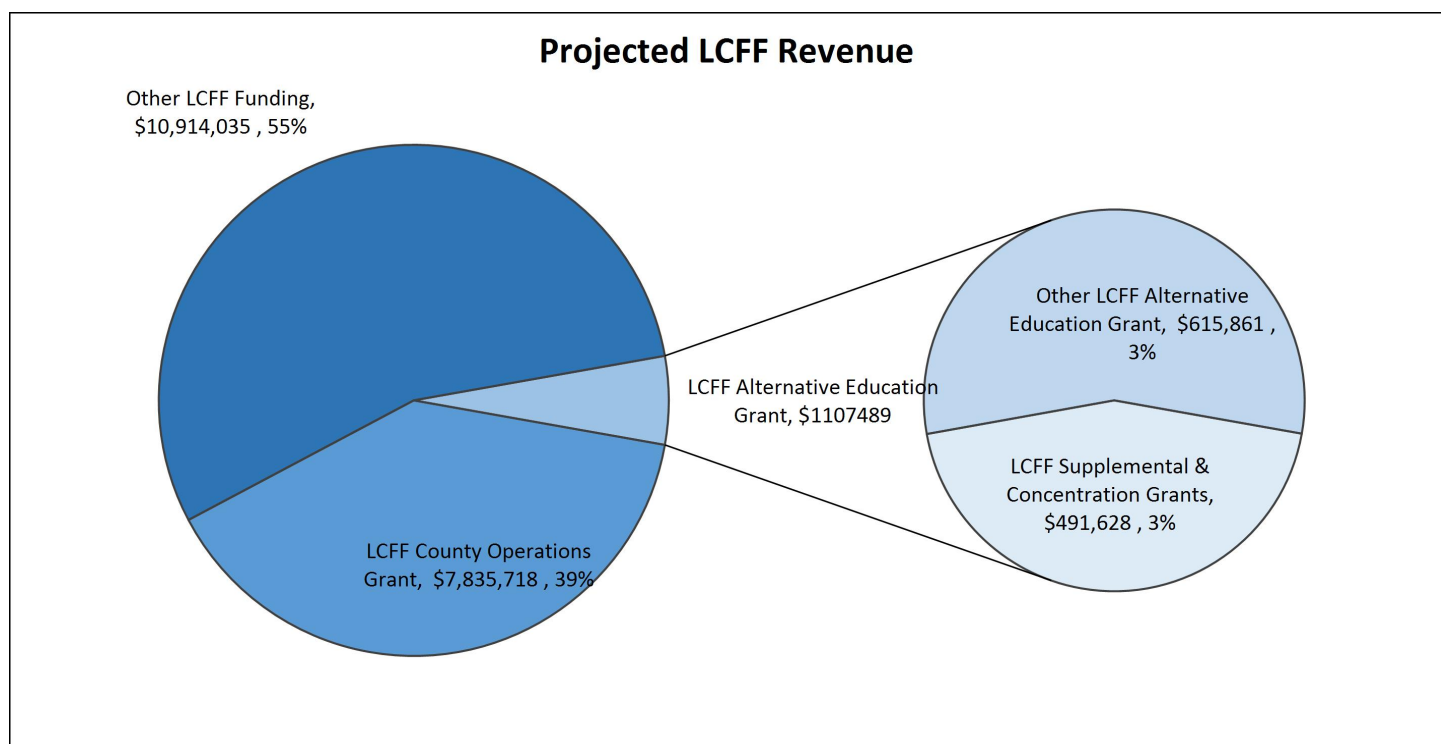


This chart shows the total general purpose revenue Madera County Superintendent of Schools (Endeavor and Voyager Schools) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Madera County Superintendent of Schools (Endeavor and Voyager Schools) is 72,707,315, of which 19,857,242 is Local Control Funding Formula (LCFF), 24,403,989 is other state funds, 22,075,662 is local funds, and 6,370,422 is federal funds.

Of the \$24,403,989 attributed to All Other State Funds, \$203,520 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

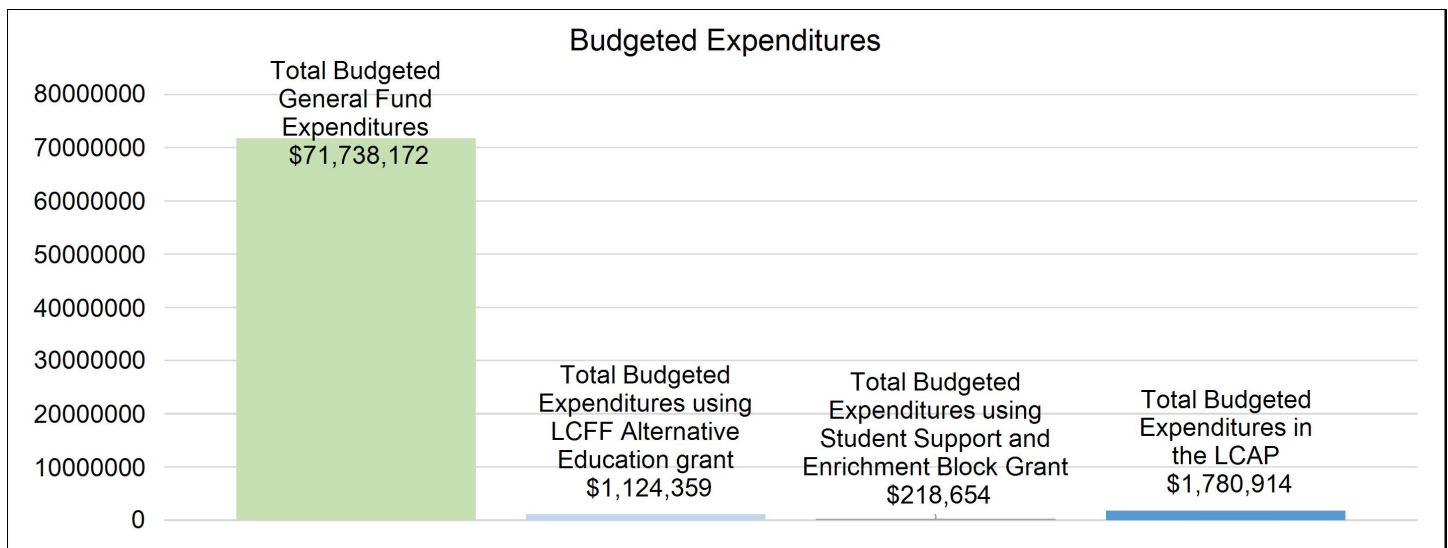


This chart shows the LCFF revenue Madera County Superintendent of Schools (Endeavor and Voyager Schools) expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Madera County Superintendent of Schools (Endeavor and Voyager Schools) is \$19,857,242, of which \$7,835,718 is attributed to the LCFF County Operations Grant, \$1,107,489 is attributed to the LCFF Alternative Education Grant, and \$10,914,035 is other LCFF funds. Of the \$1,107,489 attributed to the LCFF Alternative Education Grant, \$491,628 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF funds received by the county office play a pivotal role in supporting and enhancing educational services to the 9 districts served by county staff in a variety of capacities. These funds provide essential services such as educational support, curriculum development, professional learning for all roles including certificated, classified, and administrative positions alike, and oversight of Local Control and Accountability Plans (LCAPs). The county office also provides support services for districts working at various levels of Differentiated Assistance.

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

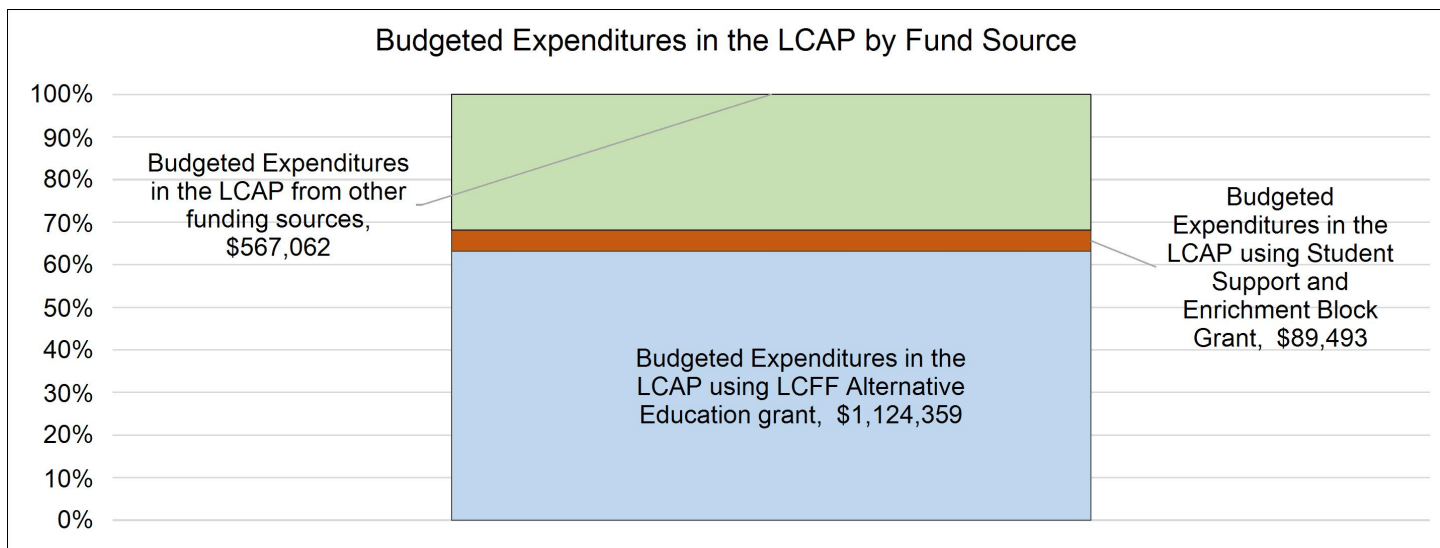


This chart provides a quick summary of how much Madera County Superintendent of Schools (Endeavor and Voyager Schools) plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Madera County Superintendent of Schools (Endeavor and Voyager Schools) plans to spend \$71,738,172 for the 2026-27 school year. Of that amount, \$1,124,359 is attributed to the Alternative Education Grant and \$218,654 is attributed to the Student Support and Enrichment Block Grant. \$69,957,258 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Total GF Budget is \$71,738,172 and of that total \$70,065,966 is not included (Restricted \$19,857,242) \$4,557,776 Special Education - \$977,532 ESSA COE and Special Ed \$2,332,220. STRS on Behalf (\$1,190,264) due to restricted programs county offices operate on a county-wide or regional bases. General operations of Human Resources, Info. Services, Business Services, Operations/Facilities and General Administration total \$41,042,224 and are also not included.

The Madera County Superintendent of Schools plans to use the Student Support & Enrichment Block Grant funding for a transition counselor position that will assist incarcerated youth in getting reconnected to their districts of residence upon release from incarceration. Additionally, the block grant will support the ongoing work of MCSOS staff to facilitate the completion of high school, supporting the college application and FAFSA process, and assisting students with interests in vocational and CTE pathways after high school graduation.



This chart provides a quick summary of how much Madera County Superintendent of Schools (Endeavor and Voyager Schools) plans to spend for 2026-27 for planned actions and services in the LCAP.

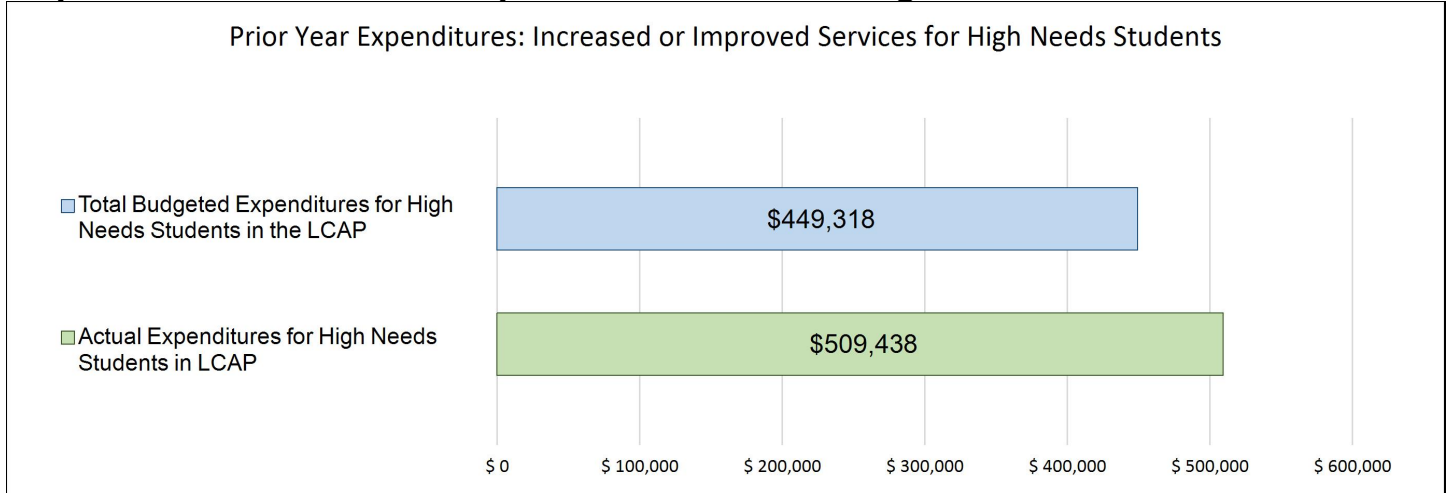
The text description of the above chart is as follows: Madera County Superintendent of Schools (Endeavor and Voyager Schools) plans to spend \$1,780,914 on actions/services in the LCAP. Of those funds, \$1,124,359 is attributed to the Alternative Education Grant and \$89,493 is attributed to the Student Support and Enrichment Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Madera County Superintendent of Schools (Endeavor and Voyager Schools) is projecting it will receive 491,628 based on the enrollment of foster youth, English learner, and low-income students. Madera County Superintendent of Schools (Endeavor and Voyager Schools) must describe how it intends to increase or improve services for high needs students in the LCAP. Madera County Superintendent of Schools (Endeavor and Voyager Schools) plans to spend 492,628 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Madera County Superintendent of Schools (Endeavor and Voyager Schools)'s LCAP budgeted 449,318 for planned actions to increase or improve services for high needs students. Madera County Superintendent of Schools (Endeavor and Voyager Schools) actually spent 509,438 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Vision of the Madera County Superintendent of Schools (MCSOS) is "Enhancing the quality of life through education."

The mission of the Madera County Superintendent of Schools is to identify and provide programs, services, and resources for the benefit of students, families, school districts and agencies in the Madera Community, and the Madera County Community at large. 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, problem solving skills, and a strong work ethic
- Supports rigorous academic and vocational curriculum toward student achievement for college and career readiness
- Supports students to become nurturing, committed, caring, and connected adults
- Develops meaningful partnerships and active family participation in their student's education

MCSOS serves students at Endeavor School (Juvenile Hall) and Voyager School (Cadet Academy) for all Madera County Districts. The goal of MCSOS's Career and Alternative Educational (CAES) Services staff is to assist students in returning to their districts of residence by encouraging them to attend school on a regular basis, earn passing grades with a "C" or better in all classes, and be model citizens upon release from incarceration.

Using local reporting of demographic data for school year 2025-26, Endeavor/Voyager staff served 161 students through April 30, 2026, spanning grades 7-12. Specifically speaking: 140 of 161 students were high schoolers and 21 of 161 were middle schoolers. What is quite notable of those 161 students: 28 students were incarcerated twice this year, 9 students were incarcerated 3 times this year, and 2 students were incarcerated 4 times this year. Plainly speaking, 24.2% of the 161 students represents the equivalent of an additional population of 52 students which would mean 213 students have essentially been served this year, with another two months to go to complete the year. Enrollment continuously fluctuated due to the specific student population served. Demographically, approximately 77% of students were Hispanic, 12% White, 7% African American, 2% Native American, and 1% Asian/PI. Also, 28% of students enrolled at Endeavor/Voyager were English Learners (EL) with Spanish being the primary language spoken in the home. All students participate in the school lunch program as wards of the court. Approximately 18% of the students identified as special needs. Of these students identified, the majority entered Alternative Education programs with existing Individualized Education Plans (IEPs). Service delivery models include general education teachers that provide individual, small group, and whole classroom instruction. Additionally, special education staff 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 aligned to the California State Standards. Teachers' professional development focuses on continued implementation of the Common Core State Standards (CCSS) using appropriate instructional strategies and materials. Alternative Education programs have been successful in helping students with credit recovery and graduating with a high school diploma. These instructional achievements are more appropriate and realistic for students served. Currently, students in alternative education programs do not participate in either the Early Assessment (EAP) or Advanced Placement (AP) programs.

As stated above, the student population of the correctional facility is highly transient. Typically, students are enrolled anywhere from a few days to many months at Endeavor School, and sentenced by a judge to the Cadet Academy from four to six months, thus enrolled in Voyager School. As such, many state metrics are not available for either of these alternative schools. Given the short term placement of students in either of these programs, the educational goal is to maintain progress on core coursework and address deficiencies in educational credits in order to achieve a high school diploma, either in the correctional facility program or, once released, in their district of residence or other county offered programs. Students needing access to University of California (UC) approved courses or Advanced Placement can be accommodated on an individual basis online. However, as an alternative school, the school does not receive school AP or UC completion rates for accountability purposes. Additionally, the school does review State testing scores in ELA and Math, with a focus on needs of students who are low income, foster youth, English Learners and special needs students. Neither of these schools expel students; thus, no expulsion rate. School attendance is mandatory, so attendance rates are very high and there is not a student drop-out rate during the student's time in either correctional facility programs. Graduation rates are reported on the California School Dashboard. Gathering data from California School Dashboard is challenging given there are not enough students eligible to take state assessments at any one given time, which are administered once during high school, or as in the case of English Learners Proficiency Assessments of California (ELPAC), yearly for EL students until reclassified.

Attendance rates are routinely high for both Endeavor/Voyager Schools. All students are required to attend school which is closely monitored by Juvenile Probation Department. 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 all nine county school districts, MCSOS staff strives to ensure that all foster youth have access to the same educational rights and resources as all other students. Any youth residing in the county who is officially in the foster care system or in out-of-home care is eligible to receive services from MCSOS that emphasize Training, Education, Advocacy, and Mentorship (TEAM). Working collaboratively with Madera County Probation Department, Madera County Department of Social Services, Local Education Agencies (LEA), Foster Family Agencies (FFA), and the local community college. Specific services for foster youth include case management, academic counseling, life skills training, vocational education, and self-advocacy training. Goals of the foster youth program are to increase stability and to improve student engagement and student outcomes for all enrolled students.

For the 2026-27 school year, the Endeavor/Voyager Secondary Program will continue as eligible for Equity Multiplier funding. Goal 4 has been created as a focus goal specifically for increasing student learning and proficiency in mathematics as an additional teacher was assigned to the Endeavor/Voyager site to assist all students with math instruction and intervention. Endeavor/Voyager will continue to use those funds for the same school and purposes as part of the 2025-26 plan.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

With Social Emotional Learning (SEL) as a cornerstone to student success, Endeavor/Voyager staff continue to utilize social-emotional training for all students and staff members on an SEL Committee focused on maintaining and improving social-emotional mental health. MCSOS and Madera County Behavioral Health department provided multiple professional development opportunities and focused on the social-emotional needs of staff and students. As a result of these trainings, MCSOS staff members continue to be better able to address the needs of students, and better utilize referrals to the school psychologist and Student Success Team (SST) process to help develop supports for struggling learners. This year has shown a continuance in student referrals for counseling services. This is not a surprise given local mental health experts anticipated long lasting social and emotional impacts of the COVID-19 pandemic for the foreseeable future. These ongoing needs drive the continued learning and acquisition of resources to support the SEL needs of incarcerated youth. According to a supervising mental health clinician from Madera County Behavioral Health Services, students in alternative education programs, specifically those that are incarcerated are at "ground zero" in terms of needing trauma informed practices and SEL best practices utilized by Endeavor/Voyager staff members. The lingering effects of the pandemic on these students are unknown at this time, but indications are that the social-emotional impact of the COVID-19 Pandemic will be long-lasting and may require extensive interventions.

In January 2026, educational staff and probationary team hosted a "Family Fun Day" in which all youth participated in various activities, shared a meal, and engaged with adults in positive ways that supported SEL health.

All Endeavor/Voyager students have been better prepared for SBAC success as students have taken formative i-Ready diagnostics assessments prior to the summative SBAC. However, no SBAC academic results are reported due to the small number of students assessed.

Endeavor/Voyager staff continued the use of the i-Ready Formative Testing Platform including i-Ready assessments for ELA and Math. All students are assessed using i-Ready upon enrollment in Endeavor/Voyager Schools. Aside from providing data on current grade level and

subskill strengths and identifying areas of growth, i-Ready also assigns individualized prescriptive lessons to support each student's progress toward grade-level proficiency. Since the enrollment at Endeavor/Voyager is very small, California School Dashboard data are not available, as very few enrolled students are required to take state summative assessments for grades, 7, 8, and 11. To this point, i-Ready provides actionable feedback to both student and teacher about skill development needing greater intervention and reteaching while the student is enrolled in either program. Should the student be enrolled long enough, there will be a second diagnostic assessment that will allow for growth comparisons as a result of instruction. Note: the average length of stay for an incarcerated youth is approximately 35 days.

EL Proficiency continues to be a focal point for Endeavor/Voyager Staff because zero English Learners met re-designation criteria in 2025-26. During the course of the last five years, Endeavor/Voyager Staff have adopted new ELD curriculum and aligned instructional practices to meet "Best Practices" standards. The ELD instructor is a contributing member of the CAES ELD Network (CAES Schools) and works with a Bilingual Coordinator as an ELD Instructional Coach throughout the school year for continued professional development.

Reading and Mathematics lack of proficiency continues to be a concern for Endeavor/Voyager staff as students performed significantly below grade level in reading and Mathematics as measured using i-Ready assessments. These low proficiency levels include 5.2% percent on grade level and 89.47% were at least two years below grade level in Reading-although 26.31% of students showed growth in reading proficiency; and 0% on grade level and 94.73% were at least two years or more below grade level in mathematics, although 39.47% showed growth toward math proficiency. All teachers and the Instructional Assistant continue to receive professional development in mathematics with outside professionals. Teachers use i-Ready assessment data and students receive prescriptive lessons targeted to their own sub-skill weaknesses as prescribed by i-Ready. These lessons are completed weekly during instruction, but frequency must be increased to a daily level. One teacher has been assigned specifically to mathematics instruction for all students one day per week.

Access to high-quality professional development for all instructional staff continues to be an identified need for increasing student achievement during the 2025-26 school year. This goal was addressed with a weekly professional growth and development calendar that included, i-Ready curriculum and development, mathematics content and pedagogy and application skills to classroom instruction, Multi-Tiered Systems of Support (MTSS), SEL training for all instructional staff, and curriculum development and implementation for new online learning and Social Science curricula.

Instructional Technology continued to be a priority for use with curricula, instructional resources, and online assessments. Professional support will continue during the 2026-27 school year, on focused and targeted use of technology with Edgenuity Online Learning and SAVVAS curricula.

The California School Dashboard Graduation Rate was not reported in 2025 due to the small size of the student cohort. As of April 30, 2026, 5 students will have fulfilled high school graduation requirements.

Instructional materials are aligned to the California Common Core State Standards (CCSS) including newly-implemented adopted SAVVAS Social Science curriculum as the new Social Science offering beginning with the 2023-24 school year.

Endeavor/Voyager Schools offer Edgenuity Online Learning, giving students access to A-G compliant courses. Greater completion of A-G course offerings for all Endeavor/Voyager students is an identified need to ensure students are able to complete graduation requirements of their districts of residence as well as college matriculation requirements. Staff will continue the Edgenuity Online Curriculum for the 2026-27

school year, which includes courses that are A-G compliant, allowing incarcerated youth access similar to courses available prior to their incarceration. Students now have access to a greater variety of courses than previously available through the limited program master schedule.

For 2025-26, all teachers were appropriately credentialed for their instructional assignments.

The 2025 California School Dashboard Suspension Rate for Endeavor/Voyager was 4.6%, and increase of 4.6% from the prior year.

The Endeavor/Voyager English Language Arts teacher participated in monthly English Language Development (ELD) network with other CAES ELD teachers.

A School Counselor met with all Endeavor students (incarcerated 15 days or longer) and completed individual progress plans and career assessment surveys. The Counselor also assisted interested graduating high school students with the matriculation process at Madera Community College, including the FAFSA process.

A School Counselor and counseling specialist updated all student credit evaluations, maintained effective communication with the students' home districts to ensure all proper courses were assigned and any students enrolled at least 15 days.

A daily roster was maintained for all enrolled students on an IEP and each student worked with an RSP teacher and Instructional Assistant to receive daily academic support.

Career Technical Education course access and completion is an area of need for Endeavor/Voyager students even though the majority of students are enrolled fewer than 35 days. Students have access to an Introduction to Welding course utilizing virtual technology for course components; 8 Endeavor/Voyager students earned credit in the virtual welding class. This increased access to CTE instruction introduced students to a career offering. The CAES LCAP Survey administered in January, 2026 yielded 13.6% of students were interested in welding as a CTE pathway. Moreover, 26.5% of students were interested in this pathway at some point in their future. Students also have access to CTE courses through the Edgenuity Online Learning Platform, and 11 students completed 40.5 credits of CTE coursework via Edgenuity this year.

Endeavor/Voyager students earned an attendance rate of 99.7%.

The Endeavor/Voyager staff successfully earned a new 6-year WASC accreditation after a full self-study review and site visitation during November 2023.

Foster Youth Services Coordinating Program:

Monthly Executive Advisory Council Meetings continue to provide a venue through which important information, legislative updates, and best practices are shared. The MCSOS FYSCP continues to prioritize post-secondary and career awareness and preparation and provided field trips to colleges and universities including to: CSU San Jose, UC Merced, College of the Sequoias, UC Santa Cruz, Stanford, Madera Community College, and UC Davis. In addition, the annual R.I.S.E Youth Conference hosted 54 students this year! Students learned about

various career fields and interacted with representatives from various agencies and organizations including: Fresno State, Madera County Public Health, Madera County Behavior Health, Madera Community College, UC Merced, Madera County Sheriff's Office, and many more! This year, services were extended to include 4th – 6th graders in career awareness/post secondary preparation. Two field trips for this age group exposed elementary school students to four year universities, igniting questions, interest, and hope for a better future. Additionally, middle school students participated in "Dream It, Plan It, Live It" workshops designed to introduce students to their high school's graduation requirements, A-G college requirements, high school career technical education (CTE) pathways, and careers in vocational education. Middle school workshops also helped students become familiar with future financial aid opportunities and budgeting skills. Caregivers also continued receiving support through monthly Parent Connection Workshops, ensuring they have the knowledge and support to advocate for the academic and social-emotional well-being of youth in their care. On-going professional development activities for LEA staff, child welfare, and probation staff ensured that those working in support of foster youth understand the unique needs and challenges of foster youth and how to best support them.

This year, the FYSCP partnered with a local school district to participate in the Neuro-sequential Model in Education (NME), a neurobiology-informed framework that helps educators understand student behavior and optimize learning by applying principles of brain development. Upon completion of this training series, the school district will be able to fully implement strategies to bring trauma awareness and responsiveness to their sites with the goals of enhancing their social-emotional program and practices and, thus, behavior outcomes among all students. This program will be piloted with the potential of bringing it to additional Madera County districts in the future. In addition, the post-secondary outcomes of foster youth continue to be an area of growth. A partnership with the Madera County Workforce Development allowed the FYSCP to provide paid work experience during the summer and provide financial literacy workshops to foster youth. Twelve youth had the opportunity to learn about different careers based on their individual interests and worked throughout the summer. The paid work experience program will continue this summer.

The Gould Education Center is a county-operated special education program that serves students with disabilities from the districts in Madera County. The English Learner and Hispanic student groups are performing at the lowest performance level on the CAASPP ELA and Math assessments. The needs of these students are addressed in Goal 1, Action 1.16.

In utilizing the Juvenile Court and Community School Base Grant, the Madera County Superintendent of Schools will be better able to continue providing college and career counseling, provide mental health services, and explore greater opportunities for expanding A-G and CTE courses that will assist incarcerated students in reaching A-G course compliance toward high school graduation.

The Madera County Superintendent of Schools plans to use the Student Support & Enrichment Block Grant funding for a transition counselor position that will assist incarcerated youth in getting reconnected to their districts of residence upon release from incarceration. Additionally, the block grant will support the ongoing work of MCSOS staff to facilitate the completion of high school, supporting the college application and FAFSA process, and assisting students with interests in vocational and CTE pathways after high school graduation.

MCSOS's Gould Educational Center serves students with extensive physical and health support needs for the entire Madera County Special Education. These extensive physical and health support needs include physical therapy needs that students would normally receive "on line" which parents do not see value in those online services, thus these student absences contribute to a chronic absenteeism issue for Gould Educational Center students. By providing these support services in person, parents will take advantage of ensuring students will get services while at school, thereby improving student attendance, and this access will have a positive effect on pupil support for learning and

will stabilize instructional time. As such, Goal 1, Action 18: MCSOS will utilize LREBG funds for the purpose of contracting with a Physical Therapist Assistant (PTA) to provide in-person physical therapy services to students. Due to ongoing challenges in recruiting and retaining an in-person licensed Physical Therapist, the program currently utilizes a virtual Physical Therapist to ensure compliance with evaluation, IEP participation, and documentation requirements. To address the need for direct, hands-on services particularly for students with extensive support needs the contracted PTA will deliver in-person services on school sites under the supervision and direction of the licensed Physical Therapist. This service delivery model ensures continuity of services, increases access to in-person therapeutic support, and allows the county office to effectively meet student needs despite staffing shortages. Implementation of this model has resulted in increased student engagement and improved progress toward IEP goals compared to a solely virtual service model, demonstrating a positive impact on student outcomes.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Meetings on 8/6/25, 8/29/25, 9/26/25, 11/7/25, 12/5/25, 1/30/26, 2/27/26, 3/6/26, 4/10/26, 5/1/26. Surveys in January, 2026. The primary themes from 2026 Staff Survey responses focuses heavily on continuous improvement, subject-specific training, and the format of their learning. There is a clear desire for a "never stop learning" culture that is supported by both resources and collaborative time. • Prioritize Math: Easily the most frequent commentary was the need for math professional learning and support, including Investments in specialized math tutors and advanced math PD. • Expanding teachers access to PD on integrating intentional social-emotional learning across all subject areas was also a theme. • Increased CTE offerings for students was also repeatedly mentioned. • Staff also gave MCSOS generally high marks for implementation of state standards-based curriculum in ELA, math, and ELD. The need for improved access to materials in math, and implementation of NGSS and social studies/history was reflected in their responses.

Educational Partner(s)	Process for Engagement
	"CAES has done an excellent job of systematically updating curriculum and providing the necessary resources and staff development to ensure a quality program is provided. "
Parents	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 and 5/28/26. Surveys in February 2026. The overall sentiment is highly positive, with a significant number of parents stating they would change "nothing" or that the school is already "the best." From those who did provide suggestions, these themes emerged: • A large majority of respondents indicated they have no changes to suggest, with general praise for the staff. Comments like "You guys are an awesome team" and "I wouldn't change nothing" reflect strong trust in the current staff and leadership. • Parents explicitly noted that the teachers and staff are great resources for their children.
Students	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 and 5/28/26. Surveys in February 2026. The feedback from students in the Endeavor/Voyager program highlights a strong appreciation for the program's flexible structure and the personal connections they have with their instructors. They enjoy the "independent" and "at your own pace" nature of the program, but they feel secure because the "cool" and "supportive" teachers are always there to help them when they get stuck. Themes from 2026 Students' Survey Responses: • By far the most element that students mentioned as best about their school was "the teachers." Students feel a genuine sense of support and connection, that their teachers sincerely care about their progress. Students appreciate that they can get help on schoolwork exactly when they need it. • Several students in this program were cited the food as a top highlight.
School Site Council	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 and 5/28/26.

Educational Partner(s)	Process for Engagement
	At these meetings, parents were asked for input on LCAP Goals/Actions and the use of Equity Multiplier funds and the development of the focus goal.
Parent Advisory Committee	Meetings on 4/16/26 and 4/21/26.
English Learner Advisory Council	Meetings on 9/25/25, 12/11/25, 2/12/26, 4/14/26 and 5/28/26.
Principal/Administrators	Meetings on 8/6/25; 8/29/25; 9/26/25; 11/7/25; 12/5/25; 1/30/26; 2/27/26; 3/6/26; 4/10/26; 5/1/26.
Support Staff	Meetings on 8/6/25; 8/29/25; 9/26/25; 11/7/25; 12/5/25; 1/30/26; 2/27/26; 3/6/26; 4/10/26; 5/1/26. The Support Staff were surveyed in January 2026. Suggestions from the survey were: • Continue to build the program with more in-person CTE pathways available to students. • Professional development and instructional support to help students be more successful was also mentioned. • A third suggestion was to develop more school events to increase engage with families, students, and staff and learn more about families' strengths, cultures, and how to support their student's goals in education.
Bargaining Units	Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 4/16/26, 4/21/26 and 5/28/26.
SELPA	Consultation with SELPA director May 21, 2026.
Community	The Public Hearing on the LCAP was held on June 9, 2026.
Governing Board	The LCAP was adopted by the Madera County Board of Education on June 16, 2026. At that Board meeting, the Local Indicators report was presented prior to LCAP approval. The District's 2026-27 budget was approved subsequent to the LCAP.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Gathering Educational partners input and feedback is a valuable process in the evaluation and development of the LCAP. MCSOS staff believes this input actively drives the LCAP process by consulting parents, students, teachers, principals, program directors, school counselors, school staff, local bargaining unit members and the community, over the course of the year in conducting multiple opportunities for input by administering surveys and meetings for these groups. To maintain optimal access for our community partners, all School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings were held via a Zoom format to accommodate parents with mobility

issues given our programs operate under a consolidated School Site Council format due to program size and small staffing. Translation services were also provided at each meeting, as needed, and MCSOS made all efforts to ensure all voices were heard from our partners representing all English Learner, socio-economically disadvantaged, and foster/homeless students. In each of the input meetings, LCAP process, student achievement data, and program successes and challenges, were shared. The CAES leadership team, consisting of the Executive Director, Program Directors, Principals, and School Counselors, analyzed feedback gathered from the surveys and meetings and used this to draft the LCAP. Although many other topics were addressed, the focus on goals and actions were given highest priority in the writing of the LCAP. To obtain educational partner input in the development and approval of the MCSOS LCAP, MCSOS hosted a series of educational partnership input meetings.

Educational partners determined the need for an Equity Multiplier focus goal that centered on academic performance and credit recovery in mathematics for Endeavor/Voyager students (Goal 4). The expectation is that the focus on mathematics will contribute to a greater number of students meeting graduation requirements.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Endeavor/Voyager students will stay on course to graduate and qualify as prepared to be college and career ready through state adopted standards-based instruction.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Students are enrolled in Endeavor/Voyager from school districts throughout Madera County, as well as, districts in other counties. The length of enrollment varies greatly, so fulfilling this goal helps ensure students stay on track to graduate with their cohort. Assessment data collected from i-Ready assessments for ELA and Math will allow for monitoring academic progress. Local assessment data, educational partner consultation, and other data collected identify this goal and subsequent actions as priorities for Endeavor/Voyager students. Goal 1 is a broad goal focused on improving academic performance for English Learners and SED students, progress monitoring of academically deficient students, and improving instructional practices of all teachers. Endeavor/Voyager staff will continue to focus on high-quality professional development to increase all teachers' effectiveness in teaching incarcerated youth with varying abilities, challenges, and proficiency levels.

Specifically: Goal 1, Actions 3, 4, and 5 address the importance of relevant professional development for teachers to affect academic achievement of EL and SED students. Local, common formative assessment data will be the primary method for monitoring academic growth. Currently, the students of Endeavor/Voyager have not shown to be College and Career Ready on the California State School Dashboard given the small number of qualified students. Endeavor/Voyager educational staff members recognize the importance of providing students access to courses to stay on track with their home districts graduation requirements.

The educational outcomes of English Learners and SED students continue to be of concern not only at the state level, but for Madera County Superintendent of Schools, as well. Many incarcerated students do not graduate on time with their high school cohorts, and the graduation rate for incarcerated English Learners and SED students is even lower. Of those who enroll in a post-secondary program, very few students successfully complete. Additionally, English Learner and SED high school students often have higher chronic absenteeism rates, which adversely affect academic achievement on state or local assessments and progress toward graduation. Ensuring students receive the necessary information and support to graduate from high school and be prepared for college/career is vital. Due to low stability rates for

incarcerated students, developing and maintaining strong educational practices, increasing teachers' capacity through professional learning, and collecting local data on academic achievement is paramount. In order to successfully achieve this goal and included actions, administrators, principal, school counselor, teachers and RSP teacher will continue to work closely and communicate often with correctional staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to Standards-Aligned Materials and State Standards Implemented in All Classrooms Reported to the MCSOS Governing Board	MET -- Results reported 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms and reported to the Board [2024 Report to the Local Board]	MET -- Results reported 100% of students have access to standards aligned curriculum materials. State standards are implemented in all classrooms and reported to the Board [June, 2025, Local Indicators Report to the Board]	MET -- Results reported 100% of students had access to standards aligned curriculum materials. State standards were implemented in all classrooms and reported to the Board [June, 2026, Local Indicators Report to the Board]	MET -- Results reported 100% of students will have access to standards aligned curriculum materials. State standards will be implemented in all classrooms.	No change
1.2	Percent of Special Education students receiving academic intervention and support.	100% of students with an IEP received interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready diagnostic results. [2024 Local Data]	100% of students with an IEP received interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready diagnostic results.	100% of students with an IEP received interventions and supports identified on their IEPs, and all students receive Academic Acceleration support per i-Ready diagnostic results.	100% of students with an IEP will receive identified interventions and supports, and all students will receive Academic Acceleration support based on i-Ready diagnostic results.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[2025 Local Data]	[2026 Local Data]		
1.3	Percentage of teachers and staff attending professional development trainings.	100% of teachers have been involved in weekly professional development with other CAES teachers in the areas of math, WASC Self-Study, SEL, McKinney-Vento training, and Suicide Prevention Training. [2024 Local Data]	100% of Endeavor/Voyager teachers and Instructional Assistant have been involved in Professional Development training during SY 24-25. [2025 Local Data]	100% of Endeavor/Voyager teachers and Instructional Assistants have been involved in Professional Development training during SY 25-26. [2026 Local Data]	100% of teachers will participate in professional development trainings with CAES colleagues and implement the strategies.	No change
1.4	Teachers Appropriately Credentialed with No Mis-assignments or Vacancies (Ed Code now requires that we use CDE data from the most recent DataQuest to report teacher assignment data.)	72.8% of teachers are appropriately credentialed in 2021-22. [2024 DataQuest]	MET -- Results reported 48% of teachers were appropriately credentialed in 2022-23. (DataQuest) [June, 2025, Local Indicators Report to the Board]	68.3% of teachers were appropriately credentialed in 2023-24. [June, 2026, Local Indicators Report to the Board]	100% of teachers will be appropriately credentialed in 2024-25.	4.5% decline
1.5	Average number of credits earned by credit-deficient students.	As of May 1, 2024, 127 incarcerated students earned 1029.75 credits for an average of 8.11 credits per student. [2024 Local Data]	As of May 1, 2025, 162 incarcerated students earned 1,462.5 credits for an average of 9.02 credits per student. [2025 Local Data]	As of April 30, 2026, 140 incarcerated students earned 1,780 credits for an average of 12.71 credits per student. [2026 Local Data]	Increase the average number of credits earned by credit-deficient students.	Increase in number of students served and 4.60 credits per student increase to the average

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	California School Dashboard: Distance from Standard (DFS) standard as measured by SBAC	SBAC data not available due to minimum cohort requirement of 11 students not met. [2023 California School Dashboard]	SBAC data not available due to minimum cohort requirement of 11 students not met. [2024 California School Dashboard]	SBAC data not available due to minimum cohort requirement of 11 students not met. [2025 California School Dashboard]	Decrease Distance from Standard in both ELA and Math.	No change
1.7	Percentage of English Learner (EL) reclassifications.	0% of EL students were reclassified as of May 1, 2024. [2024 Local Data]	0% of EL students were reclassified as of May 1, 2025. [2025 Local Data]	0% of EL students were reclassified as of May 1, 2026. [2026 Local Data]	5% of EL students will be reclassified. [2027 Local Data]	No change
1.8	California School Dashboard: ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency (ELPI)	ELPI data not available due to minimum cohort requirement of 11 students not met. [2023 California School Dashboard]	ELPI data not available due to minimum cohort requirement of 11 students not met. [2024 California School Dashboard]	ELPI data not available due to minimum cohort requirement of 11 students not met. [2025 California School Dashboard]	Increase the percentage of English Learner Students Making Progress toward English Proficiency.	No change
1.9	Percentage of Low-Income students showing growth on i-Ready assessments in Reading and Math.	Diagnostic results from i-Ready assessments for Low-Income students completed through May 1, 2024, yield 6.94% of students are performing at or above grade-level in Reading (with 31% having showed growth) and 1.4% at grade level in Math. However, Math results indicate 23.94% of students showed growth of at least one	Diagnostic results from i-Ready assessments for Low-Income students completed through May 1, 2025, yielded 0% of students are performing at or above grade-level in Reading (with 52% having showed growth) and 0% at grade level in Math.	Diagnostic results from i-Ready assessments for Low-Income students completed through April 30, 2026, yielded 5.2% of students are performing at or above grade-level in Reading, 26.31% showed growth, and 89.47% two or more years behind	30% of students performing at or above grade-level in Reading. 10% at or above grade level in Math.	No change in reading and math proficiency but increase in percentage of math students making progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		grade-level during the second semester. [2023-24 Local Data]	However, Math results indicate 56% of students showed growth of at least one grade-level during the second semester. [2024-25 Local Data]	in grade level. Math results include 0% at or above grade level, 39.47% showed growth in math. However, Math results indicate 94.73% are two or more years behind in grade level in mathematics. [2025-26 Local Data]		
1.10	Number of Students completing credit in a Career Technical Education (CTE) Class	As of January 2024, 6 students in the Cadet Academy enrolled and earned credit in the Introduction to Welding course (Virtual). Additionally, 5 students completed a CTE course via Edgenuity for a total of 49 credits. [2024 Local Data]	As of May 1, 2025, 5 students in the Cadet Academy enrolled and 3 earned credit in the Introduction to Welding course (Virtual). Additionally, 10 students completed a CTE course via Edgenuity for a total of 56.5 credits. [2025 Local Data]	As of April 30, 2026, 8 students earned credit in the Introduction to Welding course (Virtual) for a total of 34.5 credits. Additionally, 11 students completed a CTE course via Edgenuity for a total of 40.5 credits. [2026 Local Data]	10 students will earn credit in a CTE class.	Increase in number of students earning CTE credit
1.11	Number of 11th and 12th grades students screened to qualify for modified graduation	25 students have been screened. Five students were placed on a	As of May 1, 2025, 20 students have been screened. Ten students were	As of April 30, 2026, 25 students have been screened.	All 11th and 12th grades students will be screened.	Increase in the number of students placed on

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	track or grade level reclassification.	modified graduation track. [2024 Local Data]	placed on a modified graduation track. [2025 Local Data]	Ten students were placed on a modified graduation track. [2026 Local Data]		modified graduation track
1.12	California School Dashboard: Students Graduating with a High School Diploma	Dashboard graduation data not reported due to minimum cohort requirement of 11 students not met. [2023 California School Dashboard] As of June 2024, four Endeavor students graduated during the 2023-24 school year. [2024 Local Data]	Dashboard graduation data not reported due to minimum cohort requirement of 11 students not met. [2024 California School Dashboard]	Dashboard graduation data not reported due to minimum cohort requirement of 11 students not met. [2025 California School Dashboard]	Increase number of graduates.	No change
1.13	Number of students completing Individual Graduation Progress Plan and Career Assessment Survey.	21 students completed an Individual Transition/Progress Plan Survey. School counselor met with all seniors individually to assist with college matriculation and financial aid applications. Group meetings were held with all students to review postsecondary options. Career Assessments were conducted Spring 2024.	25 students completed an Individual Transition/Progress Plan Survey. School counselor met with all seniors individually to assist with college matriculation and financial aid applications. Group meetings were held with all students to review	35 students completed an Individual Transition/Progress Plan Survey. School counselor met with all seniors individually to assist with college matriculation and financial aid applications. Group meetings were held with all students to review	All seniors will complete an Individual Transition/Progress Plan and an Individual Graduation Progress Plan and Career Assessment Survey.	Increase in number of students completing plans and surveys

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2024 Local Data]	postsecondary options. Career Assessments were conducted May 2025.	postsecondary options. Career Assessments were conducted May 2026.		
			[2025 Local Data]	[2026 Local Data]		
1.14	Access to a Broad Course of Study	All students had access to a broad course of study within the parameters of the school setting. [2024 Report to the Local Board]	MET -- Results reported All students had access to a broad course of study within the parameters of the school setting. [June, 2025, Local Indicators Report to the Board]	MET -- Results reported All students had access to a broad course of study within the parameters of the school setting. [June, 2026, Local Indicators Report to the Board]	All students will have access to a broad course of study within the parameters of the school setting.	No change
1.15	California School Dashboard: Percentage of students at Gould Educational Center who are Chronically Absent	Chronic absenteeism is high at a current level of 51.9% for all GOULD students.	New metric for 26-27	New metric for 26-27	Chronic absenteeism will decrease by 5% annually.	New metric for 26-27

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1.1 - The MCSOS has provided Endeavor/Voyager students with high-quality, standards-aligned instructional support materials in ELA, Math, ELD, Social Science, and Science. Success in this action include supplemental texts, SAVVAS (Social Sciences), StudySync books and software and other online software/curriculum.

Action 1.2 - The MCSOS was successful in ensuring that all students with IEPs received appropriate instructional accommodations. The RSP teacher met individually or in small groups with all students with IEPs. Regular communication between core academic teachers and RSP teacher ensured identified students received appropriate support.

Action 1.3, 1.4, 1.5 - MCSOS was successful in providing professional development for all instructional staff that focused on Math pedagogy, instructional practices, Multi-Tiered Systems of Support (MTSS), and Social-Emotional Learning during late start professional development sessions. Additionally, 3 of 4 teachers also participated in self-selected professional development activities from organizations in addition to those provided by MCSOS. This increase of participating teachers outside the organizational PD structure is powerful for Endeavor/Voyager students in the notable areas of MTSS work, Math instruction, and English Learners.

Action 1.5 - While the data in the metrics section show that one of three teachers as miss-assigned, the data that MCSOS is now required to use is from 2023-24. We are now successfully maintaining four full-time teachers who are appropriately credentialed and assigned.

Action 1.6, 1.7 - Maintaining a low teacher ratio (8 to 1) was successfully accomplished.

Action 1.8 - Completing the process to reclassify English Learners to Fluent English Proficient (RFEP) remains a challenge for the MCSOS Endeavor/Voyager educational staff due to the limited time that most students are enrolled in the school (average stay for an incarcerated student is 35 days) and delays in receiving assessment/progress information from prior schools, causing issues of assessment timing and data tracking. Our success in this area is maintaining awareness of best practices by ensuring a teacher regularly attends the CAES ELD network of planning and sharing best practices.

Action 1.9 - Endeavor/Voyager staff generally provided instruction and instructional materials to support SED students' academic growth, as planned. The staff was successful in continuing disaggregation of students' assessment data, including i-Ready results, to plan instruction and classwork. MCSOS also provided professional learning on using math data, provided by Fresno County Superintendent of Schools, and will continue into next year. Due to the turnover of students and the frequent lack of comparative assessment data, having sufficient information to plan can be a challenge.

Action 1.10 - i-Ready was successfully used to provide individually prescribed lessons to support sub-skill weaknesses for each student. Teachers assigned i-Ready lessons as part of the required classwork to increase academic proficiency. Instructional assistants supported low-performing students. Additional instructional materials were purchased to support classroom instruction. An additional teacher supported low-performing SED students with additional periods of weekly math instruction. The challenge remains in being able to assess academic growth when many students are enrolled for a brief period of time (average 35 days for incarcerated youth).

Action 1.11 - MCSOS was successful in making virtual welders available to obtain academic credit toward meeting high school graduation requirements for Endeavor/Voyager students, along with additional Edgenuity CTE courses, to allow students the opportunity to earn CTE credits. At the end of the 3rd quarter, the need to purchase virtual welders became real as current units were in need of replacement.

Action 1.12 - This action to maintain students on track for graduation was generally implemented as planned. The Academic Counselor facilitated regular credit evaluations so that teachers could assign appropriate coursework. All students enrolled in Endeavor/Voyager at least 15 days were eligible to earn partial credits, which were forwarded to home districts upon release. An Aftercare Liaison assisted 56 returning

students to home districts for the purposes of reengagement and support through graduation. The counseling specialist attempted to maintain communication with home districts of all students enrolled in Endeavor/Voyager to ensure appropriate credits are assigned and minimize loss of credits toward graduation. The greatest challenge in implementation was securing prompt communication from home districts, who did not always respond to requests or messages in a timely manner.

Action 1.13 - This action was successfully implemented as planned. The school counselor held group meetings with all students to review post-secondary options. 35 students completed Individual Progress Plan Surveys.

Action 1.14 - This action was successfully implemented as 13 students completed 105 credits via Edgenuity toward credit recovery. The primary challenge to successful credit recovery and keeping students on-track to graduate is low stability rates for students that interrupt credit recovery efforts. Academic counselors screened students to determine qualification for modified graduation requirements; if program requirements were met, appropriate courses were assigned; and records were updated to ensure enrollment in appropriate courses. However, the challenge of student transiency rates that interrupt credit recovery stymied many of those efforts to facilitate completion of graduation requirements.

Action 1.15 - Numerous parts of the educational program have technology needs and students had complete access as required by the course work. However, this action was not implemented as planned. While we were successful in ensuring all students had access to all curricular components of the program including access to technology, the school partnered with Endeavor/Voyager educational partners to purchase devices that students will be able to use to extend the time that they can access online courses, with a focus on CTE pathways.

Action 1.16 - This action was successfully implemented including training for all personnel including program directors, teachers, and Instructional Assistants on utilizing the adopted curriculum as well as student engagement. Additionally, these ongoing training opportunities offered monthly teacher training on a variety of topics all designed to support classroom instruction. There were also further discussions with staff about curriculum and student supports in general as we researched making a change to a new curriculum. Classroom teachers engaged in discussion with peers and administrators after a presentation on the potential new curriculum. Strengths and needs of both were discussed while keeping the students we serve in mind. Finally, additional professional learning opportunities are provided before the school year and mid-year on non-student days.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1 - budgeted \$10,000 for purchasing additional adopted curriculum replacement materials. Very few replacements needed during SY 25-26, as these costs vary from year to year.

Action 1.2 - Underbudgeted. There was an assignment change with the teacher providing this service costing more as percentage of FTE changed from .25 FTE to .5FTE.

Action 1.6 - Underbudgeted. There was increased costs associated with a change in applying COLA and increased health and welfare benefits costs to positions.

Action 1.7 - Overbudgeted. Not all additional staff time was utilized in the budget for this item.

Action 1.10 - Overbudgeted. Cost of new software licenses was less expense than budgeted for initially.

Action 1.11 - Underbudgeted due to virtual welders needing replacement. Amount identified in LCAP for welders was \$34,000. Cost for new welders is approximately \$88,000.

Action 1.15 - Underbudgeted due to MCSOS having the chance to partner with facility staff to increase CTE access for all incarcerated students.

Action 1.16 - Underbudgeted. Costs of program including materials, substitute employee costs, and onsite coaching was more expensive than previously anticipated.

Action 1.17 - Overbudgeted. The employee filling this position did not start until well in to the school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1 - All students have access to high-quality, standards-aligned instructional support materials in ELA, Math, ELD, Social Science, and Science, including online materials, indicating that this action has been effective in reaching that metric.

Action 1.2 - Because of the small sample size, E/V staff cannot report academic data for our students with IEPs. This action was effective in ensuring that all students with IEPs received appropriate instructional accommodations. and academic support.

Actions 1.3, 1.7, 1.9, 1.10 - Collectively, the fundamental purpose of these actions is to support increased academic achievement in ELA and Math as measured in i-Ready. Of the students with comparative scores -- meaning they spent sufficient time in the program to be assessed twice -- 26.31% achieved a one or more grade level increase in Reading, and 39.47% a similar increase in Math. These scores confirm that these actions have been effective.

Actions 1.4, and 1.14 - Both actions 1.4 and 1.13 focus on accelerating credit recovery. For school year 2025-26 (Through April 30, 2026), 140 incarcerated students earned 1,780 credits for an average of 12.71 credits per students, which verifies that those actions have had a positive impact on students' progress toward graduation. The purpose of action 1.13 was to reclassify qualifying students based on credits earned as opposed to years in high school. During the 2025-26 school year, 10 students were screened and placed on a modified graduation track. The E/V program's graduation numbers are smaller than 10 thus no graduation rate data is available. Also, the high transiency of our students is a factor. However, E/V staff knows that the efforts made to provide students with opportunities for credit recovery and a modified graduation track have improved their chances of graduating from their home schools, therefore deeming these actions effective in meeting program goals. Effective.

Action 1.5 - E/V staff believes that this action was effective, as evidenced by all staff participating in several professional development activities beyond the scope of the professional development schedule.

Action 1.6 and 1.7 - This action was effective as Endeavor/Voyager maintained four full-time teachers who are highly qualified and appropriately credentialed and assigned.

Action 1.8 - E/V staff data reflects a 0% reclassification rate. However, reclassifying students remains challenging due to the limited time that most students are enrolled in the school (average stay for an incarcerated student is 35 days) and delays in receiving assessment/progress information from prior schools, causing issues of assessment timing and data tracking. Despite these challenges, the Bilingual Coordinator successfully ensures that teachers maintain awareness of best practices for EL students through regular attendance at the CAES ELD network of planning and sharing best practices. Therefore, this action is deemed effective for the purposes of the program.

Action 1.11 - MCSOS was successful in making virtual welders available to obtain 34.5 credits of CTE credit for 8 Endeavor/Voyager students, along with Edgenuity as 11 students earned 40.5 CTE credits.

Actions 1.12 and 1.13 -The School Counselor screened 25 students for modified graduation tracks with 10 students qualifying, and 35 students completed an Individual Transition/Progress Plan Survey, a significant number considering many stay less than 15 days. While the MCSOS intends to continue to increase this number, it shows that we can be effective in supporting students to become more future-oriented and develop an educational plan.

Action 1.15 - Endeavor/Voyager staff in partnership with the facility staff ensure all students have access to internet as part of their learning environment. Students are able access web-based curriculum as needed in a safe fashion for all work. Effective.

Action 1.16 - All Gould staff members were trained in the usage of curriculum tools and coached in the application of said tools for instructional practices. Effective.

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

Action 1.2 - Increased budgeted amount to reflect change in employee time spent in the facility providing services.

Actions 1.3, 1.5, 1.7, and 1.10 -- The metrics to measure progress changed to only i-Ready Reading assessments and i-Ready Math assessments, as the other metrics being used are not usually reported due to the small size of the cohort being assessed.

Action 1.9 - Metric title change from English Language Arts to Reading. The accurate measurements are Reading and Mathematics.

Action 1.11 - The sentence "Orijin Software will be purchased to provide students with increased access to online CTE course and pathways" added to the action to reflect an addition in collaboration with Educational Partners from Endeavor/Voyager.

Action 1.18 "Physical Therapist Assistance" added to describe how LREBG funds will be spent.

NEW Metric: 1.15 - Metric added to track Chronic Absenteeism of Gould students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide Standards-Aligned Curriculum to All Students	Endeavor/Voyager will provide all students with rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards.	\$10,000.00	No
	Improve Low-Income Students' Achievement in Math and ELA	An examination of student data indicates that 0% of Low-Income students have demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math. Endeavor/Voyager will provide Low-Income students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science. Materials will include textbooks, math curriculum, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency with an emphasis on ELA and Math.		
1.2	Support Students with IEPs	Since incarcerated youth are enrolled at Endeavor/Voyager on an ongoing basis, all teachers receive a daily roster of students on IEPs, which allows teachers to make appropriate instructional accommodations for all students. To assist students with learning, a RSP teacher meets with all students on IEPs either individually or in small groups. Support for students can be "push-in" or "pull-out" to provide additional instructional options. Regular communication between core academic teachers and the RSP teacher ensures identified students are receiving appropriate support.	\$76,790.00	No
1.3	Instructional Staff Professional Development Program	Weekly professional development for Endeavor/Voyager staff is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development is designed for teachers, administrators, counselors, and other support staff. Topics include (but not limited to): Social emotional learning	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Identifying and implementing best instructional practices principally directed at meeting the needs of English Learners - Meeting the needs of Homeless students and Foster Youth - Multi-Tiered Support System (MTSS) - Academic Achievement Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS, cited Goal 1 Action 5.		
1.4	Low-Income Students to Make Academic Progress in Math	School year 2024-25 i-Ready results indicate 0% of Low-Income students are at grade level in Math, and the sample size of students was too small to provide meaningful achievement data from CAASPP results. MCSOS will contract with the Fresno County Superintendent of Schools to provide instructional staff with professional development opportunities in Math. Since students enrolled at Endeavor/Voyager are significantly behind in mathematics, teachers need to be able to provide math instruction to students at varying levels of ability. Formative and summative math assessments, indicate that students are not progressing in mathematics and are at risk of not fulfilling high school diploma requirements. To better assist Low-Income students, MCSOS will contract with the Fresno County Superintendent of Schools to provide instructional staff with professional development opportunities in Math. Professional development sessions for teachers and Instructional Assistants will include effective instructional practices, curriculum support, and mathematical strategies for use in classrooms.	\$800.00	Yes
1.5	Retain Highly Effective Teachers Through Individualized Professional Development	To positively affect academic achievement of Low-Income students, English Learners, and Foster Youth in ELA, math and English language proficiency, MCSOS will provide high quality professional development to increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a positive working environment. Teachers are encouraged to seek professional growth	\$2,758.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities or conferences from other educational organizations to improve their instructional practices and increase student achievement in the areas of ELA, designated English language development and math.		
1.6	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math	To increase student performance in ELA and Mathematics, Endeavor/Voyager staff will provide supplemental instructional support and be provided supplemental instructional materials to support students' academic growth as measured by SBAC ELA and Mathematics assessments. Results will be analyzed by administrators, teachers, and academic counselors to improve instruction and close achievement gaps. Replacement of books in the school book repository will be needed for all students to have access to the necessary subjects for credit recovery and advancement. Access to texts and instructional materials will improve academic performance.	\$235,855.00	No
1.7	Maintain Low Student to Teacher Ratio	Student to teacher ratio should be 16:1, but during the 2024-25 school year, Endeavor/Voyager was below 10:1. Having an extra teacher allows students to receive increased individualized support from all teachers, since the student to teacher ratio is significantly lower. Low-Income students are significantly behind grade level as measured by i-Ready assessments for ELA and Math. Students will improve academic achievement in ELA and Math through the increased support and availability of teachers. The additional teacher allows students to benefit from increased, in-person course offerings. In order to support those teachers and students in making academic progress and stronger social-emotional relationships, an Instructional Assistant will provide additional support to Low-Income students, English Learners, and Foster Youth. Program Director maintains communication with Deputy Chief Probation Officer to discuss changes in student enrollment.	\$454,599.00	Yes
1.8	English Learner Support	Endeavor/Voyager will provide English Language Development (ELD) instruction to support students' language acquisition and increased access to core curriculum. Endeavor/Voyager is providing professional	\$20,464.00	No

Action #	Title	Description	Total Funds	Contributing
		development and coaching to support teachers in their instruction for ELD. Endeavor/Voyager will provide English Language Development (ELD) supplemental materials and additional supports to English Learners who experience academic difficulties. The MCSOS Program Director- ELA/ELD will provide coaching and professional development for staff in instructional best practices to improve language proficiency and increase the number of students meeting the criteria for RFEP.		
1.9	Provide Intervention and Instructional Support for Struggling Learners	Endeavor/Voyager staff will provide intervention and instructional support for students' academic growth as measured by SBAC, ELPAC, and i-Ready formative ELA and Math assessments. Formative and summative assessments will be administered by teachers, and results will be disaggregated by administrators, program director, teachers and school counselors. An Instructional Assistant will provide direct support to Low-Income and EL students.	\$65,253.00	No
1.10	i-Ready Assessments for Grade Level Proficiency	Because CAASPP summative assessments do not provide data due to the small sample size, i-Ready formative assessments will provide actionable student data for ELA and math. Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. Teachers will use formative i-Ready math assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready math lessons as part of the required classwork to support learning and increase academic proficiency. The instructional assistant will assist low-performing students with additional support. Additional instructional materials will be purchased to support classroom instruction, as needed. Data from state assessments is contingent on a minimum number of students completing assessments, so that data is not reliable as it is not available on a yearly basis.	\$4,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Increase Students Completing CTE Courses	To provide Low-Income students with access to an in-person CTE elective course, a teacher will provide weekly instruction. An Introduction to Welding course will be continued with virtual welders to create a virtual welding scenario in a safe environment. Student interest in welding will increase student enrollment in CTE courses upon release to their home districts. Orijin Software will be purchased to provide students with increased access to online CTE course and pathways.	\$59,999.00	Yes
1.12	Academic and Social Emotional Counseling for At-Promise Students	A School Counselor will facilitate updated credit evaluations so teachers can assign appropriate coursework for each student. All students enrolled in Endeavor/Voyager for at least 15 days are eligible to earn partial credits, which will be forwarded to home districts upon student release. A School Counselor will grade-level reclassify all qualifying students based on credits earned as opposed to years in high school. In addition, school counselors screen students for Assembly Bills (ABs) or other appropriate ABs to determine qualification for modified graduation requirements. Upon satisfying requirements for any of the programs, appropriate courses will be assigned, as the graduation requirements may change. Counselor to inform counseling specialist and teachers to ensure records are updated and enrollment in appropriate courses. School Counselor will also work with students on supporting social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. Endeavor/Voyager staff will work with a counseling specialist to maintain communication with home districts of all students enrolled in Endeavor/Voyager to ensure appropriate credits are assigned and minimize loss of credits toward graduation.	\$55,207.00	No
1.13	Create Individual Progress Plans and Career Assessment Surveys	The School Counselor will meet with all students enrolled greater than 15 days in Endeavor/Voyager to complete Individual Progress Plan and Career Assessment Survey. The school counselor will also assist graduating high school students with registration at Madera Community College and completion of FAFSA documents.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	Provide Credit Recovery Options for Low-Income Students	To help students recover credits needed to fulfill graduation requirements, online platforms such as Edgenuity are part of the educational program. Students needing to complete A-G courses and increased CTE offerings will benefit from this option. Teachers and instructional assistants will also be able to provide additional student support. Partial credits will be awarded for students who get released prior to the end of the semester. Academic counselor, counseling specialist, and administrators will ensure academic records are obtained and provided in a timely manner to districts of residence.	\$30,600.00	Yes
1.15	Access to a Broad Course of Study for Low-Income Students	The Endeavor/Voyager staff is committed to making certain all students have equitable access to a broad, high-quality course of study, participating in a full curriculum that includes science, social studies, and the arts. Since the circumstances of incarcerated youth preclude some of the activities of traditional school setting, software and technology will be provided to allow the broadest possible access within the parameters allowed for our students.	\$2,500.00	No
1.16	Academic Supports for Students at Gould Education Center	All Gould Education Center classroom staff will be trained and coached in utilizing the adopted ELA, ELD, and Math curricula in their classrooms on a consistent basis. Staff will be trained and coached on strategies to maximize student engagement by incorporating appropriate accommodations, behavior supports, technology, and differentiation strategies to meet the unique needs of the Gould students, specifically those who are English Learners and Hispanic students.	\$20,000.00	No
1.17	Support Students Toward Graduation	The school counselor will maintain communication with home districts of all students enrolled in Endeavor/Voyager to ensure students progress toward meeting all graduation requirements of their home districts. All students enrolled in Endeavor/Voyager at least 15 days are eligible to earn partial credits toward requirements. An Aftercare Liaison will assist all students returning to their home districts for the purposes of reengaging with their	\$89,493.00	No

Action #	Title	Description	Total Funds	Contributing
		home school, setting up support once enrolled, and provide ongoing support through graduation to reduce school dropouts.		
1.18	Physical Therapist Assistance	MCSOS's Gould Educational Center serves students with extensive support needs for the entire Madera County Special Education community. Due to ongoing challenges in recruiting and retaining an in-person licensed Physical Therapist, the program currently utilizes a virtual Physical Therapist to ensure compliance with evaluation, IEP participation, and documentation requirements. The virtual model often results in students' having to be absent due to the need for off-campus therapy, or physical conditions that impede school attendance. The 2025 California School Dashboard Chronic Absenteeism Rate for All Students was 51.9%, with most student groups showing rates exceeding 50%. English Learners and White students were in the Orange, or Low, performance level. The model sometimes also makes it challenging to meet the needs and goals described in students' IEPs. To address these needs, MCSOS will spend LREBG funds for the purpose of contracting with a Physical Therapist Assistant (PTA) to provide in-person physical therapy services to students. To address the need for direct, hands-on services particularly for students with extensive support needs the contracted PTA will deliver in-person services on school sites under the supervision and direction of the licensed Physical Therapist. The provision of the PTA is an evidence-based pupil support to address the identified barrier to learning through health services. This service delivery model ensures continuity of services, increases access to in-person therapeutic support, and allows the county office to effectively meet student needs despite staffing shortages. Implementation of this model is expected to result in increased student engagement and improved progress toward IEP goals compared to a solely virtual service model, demonstrating a positive impact on student outcomes. The California School Dashboard Chronic Absenteeism Rate will be the metric used to measure the effectiveness of this action. LREBG Funds - \$26,450	\$26,450.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Many incarcerated students have a history of academic struggles and high absenteeism rates, so this goal aims to target the whole child to account for academic, social-emotional, and behavioral well-being. An annual survey will measure whether students, teachers, principal and educational support staff feel they have best supports in an emotionally, physically and cognitively safe learning environment. Through regularly scheduled professional learning opportunities, all educational staff will develop research-based best practices to support the social-emotional needs of incarcerated youth. Partnerships with Madera County Department of Behavioral Health (and potentially other agencies) will provide relevant SEL training to Endeavor/Voyager teachers, administrators and support staff directly affecting students in Endeavor/Voyager Schools. In addition, external learning opportunities allows students to extend educational lessons beyond the classroom, since many seldom have those opportunities in their home districts. Collaboration with the Madera County Probation department facilitates referrals of students needing additional mental health support, while school counselors provide academic support in progress toward graduation, transition to home districts, registration for community college, financial aid applications, and/or other post-graduation opportunities. The inclusion of SEL support will contribute to progress toward graduation and reduce chronic absenteeism. The 2025 California School Dashboard Suspension Rate for Endeavor/Voyager rose to 4.6%, and Endeavor/Voyager students earned an attendance rate of 99.7%. Additionally, 97% of students responding to surveys reported that they felt safe at school, and 94.7% felt connected. 100% of students participated in learning opportunities outside the classroom. These included "Wreaths Across America," Poetry/Essay contests, field trips, and participation on sports teams at athletic tournaments. These state and local data indicate that the actions comprising Goal 2 have been effective.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California School Dashboard: Chronic Absenteeism (K-8)	Data not reported on the 2023 California School Dashboard due to a cohort number below 11 students. Local data show 0% of students were chronically absent in 2022- 23.	Data not reported on the 2024 California School Dashboard for Juvenile Hall (Endeavor/Voyager Secondary) due to a cohort number below 11 students K-8. 2.5% of students were chronically absent in Juvenile Hall (Endeavor/ Voyager Secondary) (9-12) [2023-24 DataQuest]	Data not reported on the 2025 California School Dashboard for Juvenile Hall (Endeavor/Voyager Secondary) due to a cohort number below 11 students K-8. 1.7% of students were chronically absent in Juvenile Hall (Endeavor/ Voyager Secondary) (9-12) [2024-25 DataQuest]	0% [2026 California School Dashboard]	No change on Dashboard. 0.8% decrease (9-12).
2.2	Number of Annual Presentations to Students	There were seven presentations to students during the 2023-24 school year. [2024 Local Data]	As of May 1, 2025, there were four presentations to students during the 2024-25 school year. [2025 Local Data]	As of April 30, 2026, there were nine presentations to students during the 2025-26 school year. [2026 Local Data]	There will be 10 presentations to students during the 2026-27 school year. [2027 Local Data]	Increase in number of presentations
2.3	Percentage of Students Participating in Learning Opportunities Outside of the Classroom	In school year 2023-24, 100% of students participated in learning opportunities outside the classroom. [2024 Local Data]	In school year 2024-25, 100% of students participated in learning opportunities outside the classroom.	In school year 2025-26, 100% of students participated in learning opportunities outside the classroom.	In school year 2026-27, 100% of students participated in learning opportunities outside the classroom.	No change.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[2025 Local Data]	[2026 Local Data]	[2027 Local Data]	
2.4	School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School	Students responding that they feel safe at school -- 97.4%. Students responding that they feel connected to school -- 96.2%. [2024 Local Climate Surveys]	Students responding that they feel safe at school -- 94.9%. Students responding that they feel connected to school -- 90.8%. [2025 Local Climate Surveys]	Students responding that they feel safe at school -- 91.2%. Students responding that they feel connected to school -- 85.3%. [2026 Local Climate Surveys]	Students responding that they feel safe at school -- 100%. Students responding that they feel connected to school -- 100%. [2027 Local Climate Surveys]	"Safe at school" responses -- 3.7% decline "Connected to school" responses -- 5.5% decline
2.5	California School Dashboard: Suspension Rate	0% for Juvenile Hall (Endeavor/Voyager Secondary) [2023 California School Dashboard]	0% for Juvenile Hall (Endeavor/Voyager Secondary) [2024 California School Dashboard]	Juvenile Hall (Endeavor/Voyager Secondary) Overall -- 4.6% Low-Income -- 4.6% English Learners -- 5.1% LTEL -- 5.1% Hispanic -- 5.0% White -- 3.8% African American - - 0% Foster Youth -- 0% Students with Disabilities - 5.9% [2025 California School Dashboard]	0% for Endeavor/Voyager Secondary [2026 California School Dashboard]	4.6% increase
2.6	Attendance Rate	99.8% [2024 Local Calculation]	99.7%	99.9%	100% attendance rate	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[2025 Local Calculation]	[2026 Local Calculation]	[Local data]	
2.7	Facilities Inspection Tool (FIT)	FIT in October 2023 scored Endeavor/Voyager in "Good Repair".	MET -- Results reported FIT scored Endeavor/Voyager in "Good Repair". [June, 2025, Local Indicators Report to the Board]	MET -- Results reported FIT scored Endeavor/Voyager in "Good Repair". [June, 2026, Local Indicators Report to the Board]	FIT in October 2026 will score Endeavor/Voyager in "Good Repair" or better.	No change.
2.8	High School Dropout Rate	Not reported on DataQuest due to low number of students in the cohort. [2023 DataQuest]	Not reported on DataQuest due to low number of students in the cohort. [2024 DataQuest]	Not reported on DataQuest due to low number of students in the cohort. [2025 DataQuest]	0% [2026 DataQuest]	No change.
2.9	Expulsion Rate	0% [2023 DataQuest]	0% [2024 DataQuest]	0% [2025 DataQuest]	0% [2026 DataQuest]	No change.

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 2.1 - Student incentives were implemented to recognize students improving attendance and performance at school.

Action 2.2 - Presentations on a variety of topics by, or arranged by counselors were successfully conducted, including: Post Secondary Options, Financial Aid & Credit, Community College Vocational/Technical Careers Overview, Understanding and Managing Stress, Transition Planning & Career Interest Survey, Career Awareness/Exploration, Career Research, Education & Pay Over Your Lifetime, Tips for Academic Success.

Action 2.3 - This action was successfully implemented, as 100% of students participated in learning opportunities outside the classroom. These included "Wreaths Across America," MCSOS Arts Fest, Poetry/Essay contests, sport teams at tournaments, and Cadets Color Guard presenting colors at numerous civic events.

Action 2.4 - MCSOS leadership was successful in providing SEL professional development activities for all staff during school year 2025-26, including Suicide Prevention and Navigators Mental Health training. MCSOS staff successfully participated in monthly Treatment Team meetings with correctional staff to learn of issues and supports for students struggling with incarceration.

Action 2.5 - MCSOS was successful in maintaining regular communication among teachers, administrators, and families using ParentSquare. Behavioral concerns were addressed with appropriate interventions. Parent conferences were also successfully conducted, along with student report cards, progress reporting, and regular calls home. Communication and collaboration with correctional staff was also ongoing.

Action 2.6 - Helping students build a connection to school and school staff, teachers recognize outstanding students and recognizing positive student behavior and Students of the Month awards.

Action 2.7 - Teachers at Endeavor/Voyager taught and modeled positive social-emotional skills, as planned. The School Counselor, RSP teacher and school psychologist provided services to students to support academic needs and teach skills to cope with difficulties. The small student to teacher ratio (8:1) was maintained.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.4 - Increased costs due to COLA, health and welfare increases.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The primary measures of effectiveness for the actions under Goal 2 are chronic absenteeism rate, suspension rate, and students' feeling of school connectedness.

Action 2.1 - A chronic absenteeism rate of 1.7%, and an improvement from the prior year, indicates that monthly Treatment Team meetings with corrections staff to learn of issues and discuss supports for students who are struggling with incarceration has been effective.

Action 2.5 - The Overall suspension rate increased to 4.6%. The rates for Low-Income students also increased to 4.6%; for English Learners and LTEL to 5.1%; and the Following:

Hispanic -- 5.0%

White -- 3.8%

African American -- 0%

Foster Youth -- 0%

Students with Disabilities - 5.9%

Actions 2.1, 2.2, 2.3, 2.4, 2.6, 2.7 - Using student data from 2025-26 student surveys, the effectiveness of these actions is primarily measured by students' feelings of positive school climate/school connectedness. As 91.2% of students feel encouraged to be successful by school staff and 85.3% reported feeling connected to school, these actions appear to have been effective. An additional indicator of 88.2% of students feeling that the staff cares about them supports the effectiveness of these actions. Students of the Month are recognized by staff members which contributes to school climate and individual student success. MCSOS staff will continue these actions in order to increase the percentages of students feeling connected.

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

Metric 2.5: Added student groups Low-Income, English Learners, LTEL, Hispanic, White, African American, Foster Youth, and Students with Disabilities to accurately reflect changes in data.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increase Student Attendance Rates	Students in Endeavor/Voyager have historically high levels of truancy and academic struggles while in their districts of residence. All teachers will create a positive learning environment to encourage students to attend class. Although students are incarcerated, they do have the option to not attend class. Teachers, academic counselor and Program Director to participate in monthly Treatment Team meetings with corrections staff to learn of issues and potential available support for students who are struggling with incarceration, which can impact school attendance. Staff members will provide students with incentives for excellent attendance.	\$1,500.00	Yes
2.2	Counseling Presentations	School counselors present or invite guest presenters to provide information on resources and services available to students upon their release, and some that may be available during their incarceration. Presentations include topics such as workforce preparation, college registration, financial aid, Job Corps, and other topics of interest. In addition, Rotary Club speakers are invited by the ELA teacher to provide valuable information on resources in Madera County. The "Wreaths Across America" program is also invited to present so that students can support the organization's efforts.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Increase Student Participation	Extended learning opportunities, including field trips and guest presentations allow students more enriched learning. Teachers will plan field trips and guest presenters that enhance student learning and increase connectedness to school. Some field trip destinations now allow for virtual access, which can also contribute to learning goals.	\$1,000.00	Yes
2.4	Behavioral Health Interventions and Support Services	When students feel physically, cognitively, and emotionally safe, they are better able to optimize their learning capacity. ParentSquare allows safe and effective communication between school staff and parents. Teachers will teach, model, and practice social-emotional skills that promote a safe learning environment. School counselors will provide lessons on a variety of topics that affect social-emotional learning and better equip students to cope with challenges to academic achievement. A school counselor, RSP teacher, and school psychologist will provide services to students that support academic needs and teach skills to cope with difficulties. A small student to teacher ratio also contributes to positive school environment by allowing teachers to develop stronger teacher to student relationships.	\$17,100.00	No
2.5	Suspension Rates	Reduce suspensions by creating opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and communicated to provide appropriate interventions. Parent conferences help communication between home and school, as well as other reporting opportunities like student report cards, progress reporting and regular calls home. Communication and collaboration with correctional staff will also contribute to students feeling more connected to school.	\$0.00	No
2.6	Positive Student Recognition Program	Endeavor/Voyager administration, school counselors, teachers, and other staff will plan and conduct ongoing student recognition to build connections	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to the school community, affect positive school culture, and outreach to parents. Students are recognized by teachers for academic progress, attendance, and citizenship awards. Support staff will contact parents via ParentSquare as well.		
2.7	Climate Survey Responses	Endeavor/Voyager staff will engage with parents through various communication methods to increase the number of climate survey responses and to continue to improve climate survey satisfaction results. Increased survey responses will support stronger connections between families and school.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase parent involvement by developing meaningful partnerships and participation outreach in order to increase student engagement, achievement and social-emotional well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Academic success of students is greatly influenced by strong relationships with at least one parent or guardian. Using feedback from parents to increase specific programmatic services or consider services that are not currently offered will contribute to developing the best academic program for all students. Due to the transient nature of incarcerated students, establishing strong school to family relationships will lead to greater student engagement, improved academic success and increased social-emotional well-being of students. Providing families and other prosocial adults with information about the unique academic needs of their students through trainings and other supports will develop their capacity to advocate for their needs. Research continues to highlight the importance of parents in the academic success of their children, and Endeavor/Voyager staff considers strong partnerships with all parents, particularly parents of English Learners and SED students as vital for students at Endeavor/Voyager. Teachers will connect with families to share academic progress of students, as well as concerns. Parents will be encouraged to attend student recognition ceremonies, graduation ceremonies, as well as participate with Parent Advisory Committees (PACs).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of Parents of Low-Income Students Using ParentSquare to Communicate with the School	100% of parents Low-Income students are in contact with teachers via ParentSquare texting feature. [2024 Local Data]	100% of parents of Low-Income students are in contact with teachers via phone calls and 86% are contactable through the ParentSquare texting feature.	100% of parents of Low Income students are in contact with teachers via phone calls and 100% via ParentSquare texting feature. [2026 Local Data]	100% of parents of Low-Income students will be in contact with teachers via ParentSquare texting feature. [Local Data]	Increase of 14% usage of ParentSquare texting feature.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[2025 Local Data]			
3.2	Percentage of Parents of English Learners Using ParentSquare to Communicate with the School	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [2024 Local Data]	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [2025 Local Data]	100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. [2026 Local Data]	100% of parents of English Learners will be in contact with teachers via ParentSquare texting feature. [Local Data]	No change
3.3	Number of Parents Attending School Events	10 parents/family members attended high school graduation ceremony during 2023-24. [2024 Local Data]	12 parents/family members attended school events, including speech and poetry contests. [2025 Local Data]	Approximately 58 parents attended school events including graduation, speech and rotary contests. [2026 Local Data]	20 parents/family members will attend school events in 2026-27. [Local Data]	Increase in number of parents attending school events
3.4	Percentage of Teachers Making ParentSquare Log Entries	100% of Teachers were provided access to PowerSchool to log entries in 2023-24. 2024 [Local Data]	100% of Teachers were provided access to PowerSchool to log entries in 2024-25. [2025 Local Data]	100% of Teachers were provided access to PowerSchool to log entries in 2025-26. [2026 Local Data]	100% of Teachers will provide access to PowerSchool to log entries in 2026-27. [Local Data]	No change
3.5	Number of Parents Attending Endeavor/Voyager Parent Meetings	No parents of English Learner students and one parent of a Low-Income student attended a Parent Advisory Committee (PAC) meeting during Fall 2023.	No parents of English Learner or Low-Income students attended a Parent Advisory Committee (PAC) meeting during Fall 2023.	Approximately 15 parents attended parent meetings.	5 parents of English Learner students and 5 parents of a Low-Income student will attend Parent Advisory Committee (PAC) in 2026-27.	Increase in number of parents attending meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-24 [Local Data]	[2025 Local Data]		[Local Data]	
3.6	Percentage of Foster Youth Caregiver Participation in Monthly Workshops.	In 2023-24, 9% of Madera County caregivers have participated in monthly workshops. [2024 Local Data]	During the 2024-2025 school year, 14% of Madera County caregivers participated in monthly workshops. [2025 Local Data, Foster Focus]	During the 2025-2026 school year, 22% of Madera County caregivers participated in monthly workshops.	In 2026-27, 25% of Madera County caregivers will participate in monthly workshops. [Local Data]	Increase in percentage of caregivers participating in workshops
3.7	Percentage of caregivers of CAES foster youth using ParentSquare to communicate with Foster Youth/Homeless Education staff	Using ParentSquare to communicate specifically with CAES foster youth caregivers and homeless education parents will be new in the 2024-2025 school year. Currently, 0 parents use this feature for Foster Youth. [2023-24 Local Data]	14 CAES foster/homeless families used ParentSquare during the 2024-2025 year to communicate with school staff. [2024-2025 Local Data]	22 CAES foster/homeless families used ParentSquare during the 2025-2026 year to communicate with school staff. [2025-2026 Local Data]	100% of CAES foster youth caregivers and homeless parents will communicate directly with Foster Youth staff via ParentSquare [Local Survey Data]	Increase in number of caregivers using Parentsquare

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 3.1 - ParentSquare was successfully used to contact all families, with all communication translated to families' preferred languages, currently English and Spanish. Translations of announcements and documents, and surveys distributed through ParentSquare, provided opportunities for parents to provide feedback as planned.

Action 3.2 - Increased participation of parents of English Learners (EL) remains a challenge. Personal invitations via phone calls were implemented as planned. Due to the lower stability rates of incarcerated students, reclassification to RFEP is a challenge Endeavor/Voyager

staff have not been able to surmount, so parent consultation and feedback meetings were not conducted for the purpose of EL reclassification. ParentSquare translations of communications to the language of EL students' parents were successful. Administrator, academic counselor, instructional assistant and support staff are Spanish-speaking, which is the primary language of more than 99% of EL students enrolled in Endeavor/Voyager.

Action 3.3 - Staff successfully hosted Cadet Academy Graduation ceremonies throughout the year, with parents invited to attend. Parents were invited to attend other events, as well, including the MLK, Jr, Local Host Committee ceremony, the Rotary Speech Contest, and our poetry competition. Families requiring transportation were successfully provided Madera Area Express tickets/vouchers to access transportation to attend school events. Getting parents to attend advisory committee meetings remains a challenge, even with providing transportation and zoom links to meetings.

Action 3.4 - Staff were successful in documenting staff communication with students and parents using PowerSchool. Notes were kept in meetings with parents to discuss successes or concerns about their child's academic progress.

Action 3.5 - Program Director worked with correctional staff to make accommodations for school/student related meetings to be held on-site to increase parent attendance, but laws and policies regarding on-site visitors remain a challenge to implementation. Input was gathered to help establish informational meeting topics of interest to provide families with resources and skills to support their student's academic and social-emotional needs. Partnerships with Madera County Department of Public/Behavioral Health successfully maintained, though requests for local resources accessible from Endeavor/Voyager families were rare.

Action 3.6 -The FYSC Program continued to be successful in collaborative efforts with local partners and stakeholders to coordinate a series of monthly parent workshops highlighting a variety of topics for caregivers. Various agencies worked together to provide guest speakers, child care, translators, and food for monthly workshops. Increasing caregiver participation, however, continues to be a challenge. This year ParentSquare was used for on-going communication between parents and foster/homeless education staff. Parents and caregivers received information regarding upcoming student workshops, college visits, paid work experience, parent workshops and other events, helping to increase home to school communication. Foster/homeless education staff will continue to prioritize strategies for increasing parent/caregiver participation in monthly workshops.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No materials differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 - ParentSquare has been effective in allowing for two-way communication between school and home, and phone calls for school events; it is used to contact all families. All communication is translated to families' preferred languages, currently English and Spanish. Translations of announcements and documents through ParentSquare is also effective in providing opportunities for parents to provide feedback through surveys distributed through ParentSquare.

Action 3.2 - As noted above, increased participation of parents of English Learner (EL) students remains a challenge, as does reclassification to RFEP. Data on EL parents v. non-EL parents attending school functions have not been collected, so results are strictly anecdotal. While increased and improved communication to parents of EL students has been implemented as planned, a continuing lack of participation in school advisory committees suggests that this action has not been as effective as planned.

Action 3.3 - Staff members successfully hosted Cadet Academy Graduation ceremonies throughout the year, with parents invited to attend. Parents were invited to attend other events, as well, including the MLK, Jr, Local Host Committee ceremony, the Rotary Speech Contest, and our poetry competition. Families requiring transportation were successfully provided Madera Area Express tickets/vouchers to access transportation to attend school events when requested. Getting parents to attend advisory committee meetings remains a challenge, even with providing transportation and Zoom links to meetings.

Action 3.4 - Staff members were successful in documenting staff communication with students and parents using PowerSchool. Notes were kept in meetings with parents to discuss successes or concerns about their child's academic progress.

Action 3.5 - Program Director worked with correctional staff to make accommodations for school/student-related meetings that were held on-site to increase parent attendance. Input from families helped establish informational meeting topics of interest to provide families with resources and skills to support their student's academic and social-emotional needs. Partnerships with Madera County Department of Public/Behavioral Health will provide local resources accessible to families in Madera County.

Action 3.6 - Parent Connection Workshops were offered monthly. Despite parents participation being low, in a caregiver survey conducted, 92% of caregivers feel that they have the capacity to support the educational and social-emotional needs of students in foster care, and 8% of caregivers feel that they "somewhat" have the capacity to meet the needs of students in foster care. Staff will prioritize efforts to improve participation in the Parent Connection Workshops, including making a virtual format available for parents to attend. Additionally, this year, ParentSquare facilitated an increase in communication between parents/caregivers and foster/homeless education staff.

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

No planned changes to goal, metrics, outcomes, or actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Promote School Communication	ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used for contacting all families. All communication will be provided in English and Spanish so	\$1,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parents of English Learner students are kept equally informed of school news and events. Translations of announcements and documents through ParentSquare will provide opportunities for parents to provide feedback through surveys distributed through ParentSquare.		
3.2	Promote Participation of Families of English Learners	Spanish is the primary language of more than 99% of English Learner students enrolled in Endeavor/Voyager. By utilizing both Parent Square translation services (embedded in the program) and DTS translations of school documents including SARC and LCAP, Endeavor/Voyager staff will increase participation of parents of English Learners through personal invitations via phone calls from administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of English Learner reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications to the language of English Learner students' parents. Administrator, School Counselor, Instructional Assistant and support staff are Spanish-speaking and facilitate clear and prompt communication.	\$1,500.00	No
3.3	Increase Parent/Guardian Involvement and Attendance at School Functions	Endeavor/Voyager staff will Increase parent participation at school events and informational meetings to support identified needs of families. The Voyager program hosts Cadet Academy Graduation ceremonies throughout the year and parents will be invited to attend. Parents can attend athletic competitions and/or academic competitions. There are additional advisory committees for students and families to provide input on programmatic improvements. Families requiring transportation will be provided Madera Area Express tickets/vouchers to access transportation to attend school events.	\$500.00	Yes
3.4	Maintain High Level of Home-School Communication	Endeavor/Voyager staff will ensure the requiring of communication to the parents of students by documentation of all communication in ParentSquare by teachers, on a daily basis for students on their schedule. Administrators, counselors, and other support staff will also log communication with students and parents. Documentation will contribute to	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		effective communication by all staff, especially administrators and academic counselors, while meeting with parents to discuss successes or concerns about their child's academic progress.		
3.5	Increase Educational Partner Input and Participation	The Program Director will work with correctional staff to make accommodations for school/student related meetings to be held on-site to increase parent attendance, including the Parent Advisory Council (PAC), School Site Council (SSC) and English Learner Advisory Committee (ELAC). Input from families will help establish informational meeting topics of interest to provide families with resources and skills to support their student's academic and social-emotional needs. Partnerships with Madera County Department of Public/Behavioral Health will provide local resources accessible to families in Madera County.	\$500.00	Yes
3.6	Foster Youth and Homeless Students	Coordinate monthly workshops to inform caregivers about the unique needs of Foster and Homeless Youth. Workshop topics include AB490/McKinney-Vento, overview of resources and support services, trauma informed Strategies for Behavior at Home, Ensuring Healthy Relationships for Youth, Suicide Awareness, Supporting Youth through Early College Awareness and Preparation, the Special Education Process, and Human Trafficking Awareness; Ensure caregiver accessibility by providing virtual opportunities to participate. Promote the usage of ParentSquare for on-going communication between parents and foster/homeless education staff.	\$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June, 2027, 100% of Endeavor/Voyager students will show at least one year growth on i-Ready diagnostic assessments in Math and contribute to a greater number of students earning academic credits to meet graduation requirements.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Students' lack of proficiency in mathematics continues to be a concern for Endeavor/Voyager students. Due to the small number of Endeavor/Voyager students who take the state assessments (<11), data cannot be shared to protect privacy. Students performed significantly below grade level in Mathematics as measured using i-Ready assessments. These low proficiency levels include 0% at grade level in Math. A survey of local conditions and input from educational partners confirms the need to improve academic outcomes for Endeavor/Voyager students, especially in math. Low math performance is also impacting the opportunities for our students to meet graduation requirements. As of April 30, 2026, there have been five Endeavor/Voyager students that met high school graduation requirements. To improve academic outcomes and increase graduation prospects for Endeavor/Voyager students, the Endeavor/Voyager staff created this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	i-Ready assessments in Math: Percentage of Students Showing Growth	18% of students are performing at or above grade-level in Reading. 0% at grade level in Math. However, Math results indicate 9% of students showed growth of at least one grade-level.	Diagnostic results from i-Ready assessments for Low-Income students completed through May 1, 2025, yielded 0% of students are performing at or above grade-level	Diagnostic results from i-Ready assessments for Low-Income students completed through April 30, 2026, yielded 5.2% of students are performing at or above grade-level	100% of Endeavor/Voyager students will show at least one year growth on i-Ready diagnostic assessments in ELA and Math.	Increase in percentage of students showing growth in math from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023-24 iReady Diagnostic Assessment]	in Reading (with 52% having showed growth) and 0% at grade level in Math. However, Math results indicate 56% of students showed growth of at least one grade-level during the second semester. [2024-25 Local Data]	in Reading (with 26.31% having showed growth) and 0% at grade level in Math. However, Math results indicate 39.47% of students showed growth of at least one grade-level. [2025-26 Local Data]		
4.2	California School Dashboard: Students Graduating with a High School Diploma	Two Endeavor students graduated during the 2023-24 school year. [2024 Local Data]	0 Endeavor/ Voyager students graduated during the 2024-25 school year. [2025 Local Data]	5 Endeavor/Voyager students graduated during the 2025-26 school year. [2026 Local Data]	Four Endeavor students will graduate in the 2026-27 school year.	Increase in numbers of students graduating

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 4.1 - Diagnostic results from i-Ready assessments for Low-Income students completed through April 30, 2026, yielded 5.2% of students are performing at or above grade-level in Reading (with 26.31% having shown growth) and 0% at grade level in Math. However, Math results indicate 39.47% of students showed growth of at least one grade level. As of April 30, 2026, 140 high school students earned 1,780 credits for an average of 12.71 credits per student.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences identified.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 4.1 - Diagnostic results from i-Ready assessments for Low-Income students completed through April 30, 2026, yielded 5.2% of students are performing at or above grade-level in Reading (with 26.31% having shown growth) and 0% at grade level in Math. However, Math results indicate 39.47% of students showed growth of at least one grade level. As of April 30, 2026, 140 high school students earned 1,780 credits for an average of 12.71 credits per student, which has allowed them to stay on pace with their graduation cohorts. This action has effectively contributed to students making progress toward meeting high school graduation requirements.

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

No planned changes to goal, metrics, outcomes, or actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Math Support Teacher	Endeavor/Voyager students are enrolling significantly deficient in math as measured by i-Ready Formative Assessments. Students are in need of more intensive, daily math instruction as the increased proficiency is needed to close the achievement gap for all Low Income, English Learner, and Foster Youth students. An additional teacher will be assigned to Endeavor/Voyager staff for math instruction.	\$158,817.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Facilitate the county-wide coordination of services for the educational success of students in foster care, including successful transition to post-secondary education and/or employment.	Broad Goal

State Priorities addressed by this goal.

Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The educational outcomes of children in foster care continue to be of concern not only statewide, but, locally as well. A low percentage of students in foster care graduate from high school, and, although most Foster Youth say they want to go to college, very few do. Of those who enroll in a post-secondary program, very few successfully complete. Additionally, students in foster care often change placements, impacting their academic and social-emotional success and well-being. Students in foster care consistently perform low in ELA and Math state assessments. Ensuring students in foster care receive the necessary information and support to graduate from high school and to be prepared for college/career is vital. Due to the high mobility of Foster Youth, establishing county-wide policies and procedures to address school stability and the immediate enrollment of Foster Youth is critical. Providing LEAs and other educational partners with information about the unique needs of Foster Youth trainings and support to develop their capacity to advocate for and support this group of youth is critical for the stability and success of our students in foster care. The Foster Youth Services Coordinating Program (FYSCP) works to ensure the county-wide coordination of services for foster youth to ensure school stability and, thus, college/career readiness and academic and social-emotional success.

Building the capacity of local LEAs to understand the unique needs of students in care will facilitate the identification of barriers faced by this population and, thus, facilitate the identification of strategies to minimize those barriers. Through professional development and training opportunities, gathering of and sharing best practices, case management, policy review/development, grade level transition support and through the provision of academic support services, the foster youth services program expects that LEAs will have sufficient knowledge, tools, and strategies to minimize the rate of school mobility and improve the academic and social outcomes of foster youth. Additionally, helping LEAs understand how to ensure school stability through "best interested determination" is critical to the academic/social well-being of students in care. The continued implementation of a county-wide interagency agreement outlining a common procedure in making "best interest determinations" and outlining the processes used in the development of a transportation plan (to maintain school of origin) ensures a consistent system and process. On-going professional development and Foster Youth Executive Advisory Council meetings provide a consistent venue through which new information and best practices are shared, helping to build capacity and ensuring the collaboration and facilitation of county-wide foster youth services.

Through the development and implementation of county-wide college and career readiness opportunities including policies to ensure accessibility to summer school, credit recovery, A-G/CTE/AP/Honors courses, dual enrollment courses, etc., as well as through college visits, foster youth participate in activities that will help them become college and career ready and informed about post-secondary options. They

learn about the paths necessary to take based on their individual interests. Additionally, monthly caregiver workshops help caregivers stay informed about an array of topics and are designed to provide them with tools and strategies to support the academic and social success of students.

The combination of ensuring LEAs have the capacity to support the needs of foster youth, including ensuring their school stability and academic/social-emotional success, as well as ensuring that foster youth are college and career ready and that caregivers have the knowledge, tools, and support to address the academic and social-emotional needs of youth in their care is the goal of Madera County's Foster Youth Services. Through the coordination of educational partners, caregiver, and student activities and services as indicated below, the Foster Youth Services Program expects that Madera County foster youth will have the opportunities they need to maximize their potential academically and develop a post-secondary plan that they will be able to successfully transition into upon graduating from high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Number of county-wide meetings, professional development/ technical assistance opportunities provided to LEAs, probation, and child welfare services partners.	During 2023-2024 school year, the FYSCP provided 16 professional development opportunities [2023-24 Local Data]	The FYSCP provided 14 professional development opportunities during the 2024-2025 school year. [2024-25 Local Data]	The FYSCP provided 16 professional development opportunities during the 2025-26 school year. [2025-26 Local Data]	Continue providing at least 15 professional development opportunities annually.	Decrease of two professional development opportunities.
5.2	Foster youth graduation rate	61% graduation rate (2022-2023 DataQuest)	69% graduation rate. (2023-2024 DataQuest)	73% graduation rate. [2024-25 DataQuest]	100% of Madera County Foster Youth will graduate	12% improvement
5.3	Foster youth stability rate	59% stability rate (2022-2023 DataQuest)	49% stability rate (2023-2024 DataQuest)	48% stability rate [2024-25 DataQuest]	Foster youth stability rate will match or exceed the county-wide rate	11% decline
5.4	Number of LEAs participating in monthly	During 2023-2024, six LEAs participated in	During the 2024-2025 school year, six LEAs	During the 2025-2026 school year, seven LEAs	100% of LEAs (9) will participate in	Increase in number of LEAs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	advisory council meetings.	monthly advisory council meetings [2023-24 Local Data]	participated in monthly advisory council meetings. [2024-2025 Local Data]	participated in monthly advisory council meetings. [2025-2026 Local Data]	monthly advisory council meetings	participating in advisory meetings
5.5	Number of parent workshops and other opportunities for caregiver support provided	During 2023-2024, six parent workshops were provided for caregivers. [2023-24 Local Data]	During the 2024-2025 school year, 10 parent workshops were provided for caregivers. [2024-2025 Local Data]	During the 2025-2026 school year, 10 parent workshops were provided for caregivers. [2025-2026 Local Data]	Provide 10 workshops annually to caregivers	Increase in number of workshops provided for caregivers
5.6	Number of county-wide post-secondary preparation and career awareness/readiness opportunities provided for foster youth	During 2023-2024, 14 post-secondary preparation/career readiness opportunities were provided for foster youth. [2023-24 Local Data]	During the 2024-2025 school year, 23 post-secondary preparation/career readiness opportunities were provided for foster youth. [2024-2025 Local Data]	During the 2025-2026 school year, 17 post-secondary preparation/career readiness opportunities were provided for foster youth. [2025-2026 Local Data]	Provide 15 or more post-secondary/career readiness opportunities for foster youth.	Increase in number of opportunities provided for foster youth

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025-26 school year, the FYSCP was successful in providing an array of services and opportunities for students, caregivers, and community partners designed to ensure the on-going collaboration and coordination of services to ensure foster youth graduate from high school with a post-secondary plan in place.

Action 5.1 - No substantive differences. A top priority for the MCSOS FYSCP continued to be ensuring that Madera County foster youth receive information and support required to develop a post-secondary plan. Senior Support virtual workshops were held and focused on learning about the community college and four-year university matriculation process as well as completing the Free Application for Federal Student Aid (FAFSA). Monthly College and Career Connection workshops were also held for high school students. Students explored careers based on individual interest career survey results and learned about the pathways required to pursue those careers including: information about the systems of higher education in California (community college, California State University, University of California, and Private systems) as well as information about various vocational/career technical education programs accessible in the local community colleges and financial aid. Students who participated in monthly College and Career Connection workshops were prioritized to participate in a summer paid work experience program. Also, monthly Parent Connection workshops were held for caregivers and are designed to inform them about various topics, increasing their capacity to provide college/career guidance at home. Workshop topics included: Educational Rights of Foster Youth, School Technology, Strategies for Supporting the Academic Success of Your child, the Special Education Process, and Literacy in the Home. Finally, local liaisons were trained on AB167 (reduced graduation credits) to ensure all eligible students were screened and put on the reduced credit graduation track to ensure their graduation.

Action 5.2 - No substantive differences. The MCSOS FYSCP continues to prioritize career awareness and preparation and coordinated seven (7) university/college field trips including to the following: University of California, Davis, Madera Community College, Stanford University, University of California, Santa Cruz, College of the Sequoias, University of California, Merced, and California State University, San Jose. In addition, the annual R.I.S.E (Resiliency, Inspiration, Success, Education) Youth Conference hosted 54 students this year! The conference highlighted different careers, financial aid information and opportunities, and information about community colleges. Paid Work experience was also made available to eligible students. Through this program, students participated in two workshops where they researched careers and completed interest surveys. Their results were then used to place them in a job that most closely matched their interest. Work experience students also participated in Financial Literacy and Essential Workforce Skills through the work experience program and learned how to create a household budget, understand credit, initiate a savings plan, and make informed financial decisions to avoid the cycle of debt and economic insecurity. Students also developed skills such as Attitude, Communication, Teamwork, Work Ethic, and Time Management. 15 students participated in the work experience program. Monthly College and Career Connection workshops were held for high school students. Students researched careers, learned about high school graduation and college entrance requirements (A-G courses), researched the different systems of post-secondary education, and learned about financial aid and other financial literacy topics. A middle school workshop was held for 7th and 8th grade students where they learned about high school graduation requirements, the A-G requirements, became familiar with financial aid, learned about the various career technical education high school pathways, and participated in a budgeting activity. Backpacks and school supplies were provided to all foster youth in Madera County at the start of the school year to ensure they were prepared to start. Case management support services was provided this year and contributed to and increase in the identification of academic and social support services. Case management services also help ensure foster youth have priority access to summer school, credit recovery, dual enrollment, A-G and CTE courses.

Action 5.3 - No substantive differences. Ongoing professional development continues to be a priority for the MCSOS FYSCP to ensure LEAs and caregivers can successfully support the social-emotional and academic needs of foster youth. A virtual training series was developed and offered to local liaisons and other community partners. Topics covered include the following: AB490 Overview, Meeting the High School Needs of Foster Youth, Foster Youth and Financial Aid, and Foster Youth and School Stability. In addition, monthly Executive Advisory Council Meetings continued and provided a venue through which important information, legislative updates, and best practices were shared. This year, the Advisory Council met monthly August – April. The last meeting of the school year will take place in May. Advisory Council

meetings were also used for training. Each month, a different topic was highlighted and discussed including: Identifying Foster Youth in Your Student Information System, Improving School Stability, Immediate Enrollment and Placement in the Least Restrictive Environment, Issuing Partial Credits, and AB167/216 (overview and procedures). Working with caregivers to build their capacity to support the educational and social-emotional needs of foster youth was also an area of focus this year. Monthly Parent Connection Workshops were coordinated and provided information on the following topics: AB490, the Special Education Process, Trauma and Behavior, School Technology, Early College Awareness and Preparation, Suicide Awareness, and Social-Emotional Well-Being. Workshops were offered in person and virtually. Additionally, providing increased trauma informed training and literacy awareness/support for 3rd - 6th grade students was prioritized this year. Caregivers had the opportunity to attend a workshop focused on literacy strategies in the home. Also, the FYSCP partnered this year with one of our local school districts to participate in the pilot Neurosequential Model in Education (NME) (trauma) for the upcoming school year. This will allow the district liaison and the county FYSCP coordinator to bring this information to local partners during the upcoming school year.

Action 5.4 - No substantive differences. The educational success of foster youth is often associated with school stability. As such, a county-wide interagency agreement was recently renewed and ensures a uniform process for identifying best interest in school placement for a students whose residence changes. A checklist for LEAs is included and serves as tool to help make this determination. Professional development highlighting best practices in school stability was provided virtually, during monthly Executive Advisory Council meetings, and as requested. The Foster Focus database is available to all district liaisons to use and can be used to monitor school stability/mobility.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.1 - Overbudgeted. This year, the FYSCP did not pay entrance fees or paid a flat/reduced amount for various field trip locations including the San Jose Tech Museum, The California Railroad Museum, and the Fresno Chafee Zoo. Additionally, there were little or no costs associated with monthly post-secondary awareness workshops as our partner school district, Madera Unified, often contributed supplies, staff, and food.

Action 5.3 - Overbudgeted. In the past, the FYSCP has paid for partner school district staff to attend the California Association of Supervisors of Child Welfare (CASCWA) state truancy conference as well as the Blueprint for Success Conference. There were no participants in either conference this year. In addition, the contractual partnership we previously had with Court Appointed Special Advocates (CASA) was not renewed as the FYSCP is looking at other methods to support early childhood foster youth.

Action 5.4 - Overbudgeted. This year, there weren't any costs associated with this action. Trainings associated with the implementation of the county-wide agreement to maintain school stability are conducted by the FYSCP coordinator. The FYSCP has an open purchase order of \$20,000 with Madera Unified School District to ensure school of origin (transportation). The invoice for this cost has yet to be forwarded to our office as it historically is sent at the end of the school year. No other school district in the county requested funding to assist in ensuring school stability for foster youth in their district.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 5.1 - The number of post-secondary preparation and awareness activities offered to students was effective in ensuring that they have the necessary knowledge and support to develop a post-secondary plan. Senior workshops were provided virtually, ensuring access, and

provided an added layer of support for those students who may have missed college application and financial workshops at their local high schools. College and Career Workshops were also offered monthly and ensured students in foster care received information about the different systems of higher education in California and other post-secondary options and learned about the community college matriculation process. In addition, monthly caregiver workshops ensured that caregivers have the necessary knowledge and support to provide college and career guidance in the home. Professional development and training during monthly Executive Advisory Council meetings ensured staff working with foster youth received training, resources and support to implement AB167 and other legislative mandates. Additionally, a Virtual Professional Development series was provided to partners, ensuring that those working with foster youth have knowledge about foster youth educational rights, how to help foster youth maximize financial aid opportunities, and strategies to ensure school stability for foster youth.

Action 5.2 - Providing a variety of field trips, student workshops, paid work experience, and the annual R.I.S.E. Youth Conference as well as on-going outreach to students and parents has made and impact as can be seen in the graduation rate which increased from 61% to 69%.

Action 5.3 - The number of professional development and collaborative opportunities offered to partners and caregivers allowed local school district liaisons and other staff working with foster youth to acquire the information necessary to identify areas of concern, identify possible strategies to address concerns, and the knowledge and confidence to advocate for foster youth in the educational setting. Liaisons have the knowledge and support to ensure graduation through ongoing screening for modified graduation and ensuring partial credits and are familiar with processes and resources in Madera County to maintain school stability by preserving school of origin. This year, the county foster youth liaison conducted site visits with local school district liaisons to review local data and help set local goals for the school year, share resources and support services, answer questions, etc. Several liaisons were new to their role this year and, consequently, ensuring they receive the training and support necessary to help them support foster youth was a priority this school year. In addition, monthly Foster Executive Advisory Council meetings continued to provide a place to share best practices, offer additional opportunities for training, and provide updates and information related to legislation and other program mandates relevant to foster youth. Monthly Parent Connection Workshops on an array of topics were offered to all caregivers in Madera County. Those caregivers who attended feel that they have the capacity to meet the educational and social-emotional needs of foster youth. However, lower than expected participation rates in parent workshops continues to be an area of concern although progress has been made through collaborative efforts with the Madera County Department of Social Services. This year, case management support was re-instated at our largest school district helping to address school stability, identify students needing extra support (academic, behavioral, attendance), and ensuring that seniors receive added support in the college matriculation process and completing the Free Application for Federal Student Aid (FAFSA). Several professional development workshops were provided for stakeholders working with foster youth on trauma and its effects on behavior, academics, etc...however, providing more support to LEAs in trauma-informed practices continues to be a priority. This year, the FYSCP partnered with a local school district to pilot the Neurosequential Model in Education (NME). The county FYSCP coordinator and the district liaison will begin the training modules for NME May, 2026 and will be able to bring that information to the local school district in the upcoming school year. In addition, case management support focused on caregivers and building their capacity in trauma-informed care will also continue to be a priority.

Action 5.4 - A Madera County Interagency Agreement for Transportation (School Stability) was renewed last year. While it has provided a uniform countywide process for school placement and transportation payment responsibility, the overall school stability rate for foster youth continues to be low. More training regarding the agreement and the process will be conducted during the upcoming school year. In addition, more professional development on school stability will be provided for local educational partners and placement agencies.

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

No planned changes to goal, metrics, outcomes, or actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Coordinate county-wide post-secondary preparation and awareness activities for foster youth students	The FYSCP will coordinate college matriculation and free application for federal student aid (FAFSA) support workshops for seniors, coordinate quarterly post-secondary awareness workshops/guest speakers for high school students focused on the different systems of higher education and career technical education opportunities, coordinate monthly parent workshops on topics to increase foster youth advocacy and improve college/career guidance at home (i.e. AB490, Trauma Informed Strategies, Special Education, Healthy Relationships, Early College Awareness and Preparation, etc.) and ensure staff receive training, support and resources to implement AB167.	\$277,594.00	No
5.2	Coordinate county-wide career awareness and readiness activities for foster youth students	The FYSCP will coordinate the annual R.I.S.E. Youth Conference, provide backpacks and school supplies, coordinate and facilitate College and Career Awareness Workshops for middle and high school students, coordinate college/university field trips and opportunities for other student events, assist in the development and facilitation of grade level transition services, provide support for orientation meetings and support for students transitioning from elementary to middle, middle to high school, and high school to post-secondary, provide paid work experience opportunities, provide assistance for case management to identify academic and social support services (i.e. behavioral health, tutoring, academic counseling, etc.) and to ensure access to summer school, credit recovery, dual enrollment, A-G and CTE courses (help to ensure high school youth are familiar with available courses and other support services); outreach to families will be conducted regarding college and career workshops, senior workshops, and other student events and activities; partner with	\$26,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Independent Living Program to facilitate financial literacy, budgeting and other independent living skills.		
5.3	Build LEA and caregiver capacity to support the social-emotional and academic needs of foster youth	The Foster Youth Coordinator will develop and provide professional development in areas relevant to Foster Youth including legislation, school stability, HS needs of Foster Youth, truancy, trauma informed care, and alternative discipline strategies (for liaisons, school staff, social workers, probation, CASA, caregivers, etc.), meet with liaisons individually two times per year to provide support, pilot the Neurosequential Model in Education (NME) in one school district, assist LEAs to provide case managers to conduct AB167 screenings, monitor attendance and academic progress, identify academic and social-emotional needs, make referrals, coordinate services, identify youth to participate in post-secondary preparation activities, etc., coordinate monthly caregiver workshops focused on various topics to help support the academic and social-emotional well-being of foster youth; Prioritize literacy for 3rd – 6th grade foster youth through increased awareness of the importance of early literacy, workshops and literacy events to provide strategies for parents; increase coordination with local Early Childhood Education programs to identify and support more children and families; increase awareness about the importance of attendance and providing positive attendance strategies for caregivers, provide support for case managing seniors and ensuring support for matriculation into post-secondary programs, connecting them with college support programs, etc.; provide social emotional support services to Foster Youth by ensuring staff have adequate knowledge, trauma-informed training, and resources to meet the SEL needs of Foster Youth and ensuring connection to extra-curricular activities; provide assistance to revise policies/practices to ensure that Foster Youth experiencing school discipline have access to positive behavior supports, Restorative Justice, pupil services counseling, mental health services, and other positive behavior modification services; provide support to increase number of foster youth receiving services from Court Appointed Special Advocates (CASA) targeting early childhood-aged youth - focus on social-emotional strategies, attendance, behavior and support for caregivers on managing behavior at home; continue facilitating monthly Executive Advisory Council meetings and highlighting information relevant to foster youth including legislation, best practices, training opportunities, etc.	\$73,586.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Ensure school stability	The FYSCP and districts will ensure school stability by minimizing changes in school placement if in the best interest of the youth by providing transportation to maintain school of origin, provide educational case management to identify academic and behavioral support services (i.e. monitor attendance and behavior); continue overseeing county-wide interagency school of origin/transportation agreement and ensure partners are familiar with the agreement; meet every other month with EAC subcommittee to discuss students with very high needs and ensure social and academic needs are met to ensure school stability.	\$25,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Facilitate the county-wide coordination of services for the educational success of expelled youth.	Broad Goal

State Priorities addressed by this goal.

Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In order to ensure continuity of academic instruction and limit the learning loss resulting from expulsions, Madera County Superintendent of Schools will lead the process of writing and updating the Expelled Youth Plan in conjunction with school districts in Madera County. The execution of this plan will lead the coordination to develop the countywide Expelled Youth Plan to ensure the academic success of expelled youth and minimize learning loss as they transition from their home district to another school site, and back to their home district. As a result of the most recent Expelled Youth Plan, representatives from Madera County school districts agreed to meet annually to provide updates on the implementation and effectiveness of the plan to support the needs of expelled youth from every district. Every three years, the expulsion data will be reviewed and analyzed to ensure relevance of actions, take note of and rewrite the plan to reflect changing needs.

The Madera County Superintendent of Schools programs served 23 expelled youth in 2025-26.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Madera County Student Expulsion Rate	0.3% expulsion rate of students from Madera County. [2022-23 DataQuest Expulsion Rate]	0.2% expulsion rate of 74 total students from Madera County. [2023-24 DataQuest Expulsion Rate]	0.1% expulsion rate of students from Madera County. [2024-25 Data Quest Expulsion Rate]	Maintain or reduce the expulsion rate annually.	0.2% decrease in expulsion rate.
6.2	Expulsion Meetings	Meetings were held throughout 2023-24 to craft the next Expelled	Thirty-seven meetings held throughout 2024-25 with district	7 expulsion meetings were held for new students during	MCSOS will facilitate meetings throughout the year with district	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Youth Plan for Madera County. [2023-24 Local Data]	partners for offering services to expelled youth. Meetings included district administrators, parents, and students prior to enrollment. Meetings also held to assist district partners with concerns/questions for expulsion cases.	2025-2026, and 16 evaluations were conducted on current expelled youth to determine progress during expulsion periods.	partners for services to expelled youth. Meetings will include district administrators, parents, and students prior to enrollment. Meetings will also be held to assist district partners with concerns/questions for expulsion cases.	

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 6.1 - 3 year Plan written in 2023-24. Plan is now the current operating plan for expelled youth in Madera County.

Action 6.2 - Meetings held throughout the year with district partners to offer services for expelled youth during the year. Meetings included district administrators, parents, and students prior to enrollment. Meetings also held to assist district partners with concerns/questions for expulsion cases. Currently, MCSOS has provided educational services to 37 students during this school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 6.2 - Overbudgeted. Fewer student meetings held due to fewer expelled youth from districts.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 6.1 Current Expelled Youth Plan is meeting the needs of each child and each district of Madera County. Effective.

Action 6.2 - Students, families, and districts being provided services of both an academic and consultation level. Effective.

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

No changes planned for the upcoming year to current goal and actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Triennial Meetings	MCSOS will provide personnel for full cooperation to oversee and monitor the Expelled Youth Plan and lead the process on a triennial basis to develop this plan in collaboration with the nine districts in Madera County. The Executive Director, Career Alternative Education Services (CAES) Division, will lead the process with representatives from each of the other districts in Madera County. Annual review and monitoring of Expelled Youth Plan to ensure implementation and identify possible gaps, along with effective strategies for serving expelled youth. All efforts will be made to effectively support expelled students to return to district of residence by satisfactorily meeting the stipulations of the expulsion. The annual review was conducted in Spring of 2024, with a new plan written and approved by the nine district Superintendents and MCSOS in May of 2024.	\$0.00	No
6.2	Expelled Youth Placement Meetings	Meetings will be held throughout the year with district partners to offer services for expelled youth during the year. Meetings will include district administrators, parents, and students prior to enrollment. The meetings will ensure that students are placed in the appropriate program to meet their unique needs. Meetings will also be held to assist district partners with concerns/questions for expulsion cases.	\$37,549.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$491,628	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.594%	0.000%	\$0.00	5.594%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Action: Instructional Staff Professional Development Program Need: English Language Arts and Mathematics lack of proficiency continues to be a concern for Endeavor/Voyager staff as students performed significantly below grade level in reading and	Weekly professional development for Endeavor/Voyager staff is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development is designed for teachers, administrators, counselors, and other support staff. Topics include (but not limited to): Social emotional learning	- i-Ready Reading assessments - i-Ready Math assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Mathematics as measured using i-Ready assessments. These low proficiency levels include 5.2% percent on grade level and 89.47% were two or more years below grade level in reading; and 0% on grade level and 94.73% were more than two years below grade level in mathematics. English Learner proficiency in ELA continues to be a focal point for Endeavor/Voyager Staff because zero English Learners met re-designation criteria in 2025-26. To meet the learning needs of these students, this action will be continued. The Rate of English Learner Students Making Progress toward English Proficiency, the California School Dashboard ELA Distance from Standard, and the California School Dashboard Students Graduating with a High School Diploma did not have sufficient numbers in the cohort to be reported. All instructional staff having access to high-quality professional development continued to be an identified need for increasing student achievement during the 2025-26 school year, including a weekly professional growth and development calendar that included, i-Ready curriculum and development, mathematics content and pedagogy and application skills to classroom instruction, Multi-Tiered Systems of Support (MTSS), SEL training for all	- Identifying and implementing best instructional practices principally directed at meeting the needs of English Learners - Meeting the needs of Homeless students and Foster Youth - Multi-Tiered Support System (MTSS) - Academic Achievement Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS, cited Goal 1 Action 5. Endeavor/Voyager staff expect that this focused professional development will help address Goal 1 by improving instructional practices through sustained trainings grounded in the current standards and frameworks, which will lead to greater achievement in mathematics and improved graduation rates. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	instructional staff, and curriculum development and implementation for new online learning and Social Science curricula. Scope: LEA-wide		
1.4	Action: Low-Income Students to Make Academic Progress in Math Need: School year 2025-26 i-Ready results indicate 0% of Low-Income students are at grade level in Math and 94.73% are two or more years below grade level, and the sample size of students was too small to provide meaningful achievement data from CAASPP results. The California School Dashboard ELA Distance from Standard did not have sufficient numbers in the cohort to be reported. Formative and summative math assessments, indicate that students are not progressing in mathematics and are at risk of not fulfilling high school diploma requirements. Feedback from staff Educational Partners stressed the need to continue our efforts to improve math instruction. Scope: LEA-wide	MCSOS will contract with the Fresno County Superintendent of Schools to provide instructional staff with professional development opportunities in Math. Since students enrolled at Endeavor/Voyager are significantly behind in mathematics, teachers need to be able to provide math instruction to students at varying levels of ability. Professional development sessions for teachers and Instructional Assistants will include effective instructional practices, curriculum support, and mathematical strategies for use in classrooms. Endeavor/Voyager staff expect this action to result in improved math achievement for our Low-Income and English Learner students, as it will provide our instructional staff with an enhanced "toolkit" of math instructional strategies to meet the individual needs of each student, and to more effectively group students based on their abilities. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	• i-Ready Math assessments • California School Dashboard: Math Distance from Standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	Action: Retain Highly Effective Teachers Through Individualized Professional Development Need: Reading and Mathematics lack of proficiency continues to be a concern for Endeavor/Voyager staff as students performed significantly below grade level in reading and Mathematics as measured using i-Ready assessments. These low proficiency levels include 5.2% percent on grade level and 89.47% were two or more years below grade level in reading; and 0% on grade level and 94.73% were more than two years below grade level in mathematics. English Learner proficiency in ELA continues to be a focal point for Endeavor/Voyager Staff because zero English Learners met re-designation criteria in 2025-26. To meet the learning needs of these students, this action will be continued. The Rate of English Learner Students Making Progress toward English Proficiency and the California School Dashboard ELA/Math Distance from Standard did not have sufficient numbers in the cohort to be reported. All instructional staff having access to high-quality professional development continues to be an identified need for increasing student achievement during the 2026-27 school year,	To positively affect academic achievement of Low-Income students, English Learners, and Foster Youth in ELA, math and English language proficiency, MCSOS will provide high quality professional development to increase teacher and staff effectiveness. Building teacher capacity in this manner will increase staff retention and contribute to a positive working environment. Teachers are encouraged to seek professional growth opportunities or conferences from other educational organizations to improve their instructional practices and increase student achievement in the areas of ELA, designated English language development and math. Endeavor/Voyager staff expect this action to result in improved math achievement for our Low-Income and English Learner students, as it will provide our instructional staff with an enhanced "toolkit" of instructional strategies in the areas of ELA, designated English language development and math. A greater array of strategies will increase the likelihood that staff will meet the individual needs of each student. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis. (Note: The action is not funded with LCFF funds. However, it demonstrates additional services and support provided to unduplicated students, which is why it is included in this section.)	• i-Ready Reading assessments • i-Ready Math assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	including a weekly professional growth and development calendar that included, i-Ready curriculum and development, mathematics content and pedagogy and application skills to classroom instruction, Multi-Tiered Systems of Support (MTSS), SEL training for all instructional staff, and curriculum development and implementation for new online learning and Social Science curricula. Scope: LEA-wide		
1.7	Action: Maintain Low Student to Teacher Ratio Need: Reading and Mathematics lack of proficiency continues to be a concern for Endeavor/Voyager staff as students performed significantly below grade level in reading and Mathematics as measured using i-Ready assessments. These low proficiency levels include 5.2% percent on grade level and 89.47% were two or more years below grade level in reading; and 0% on grade level and 94.73% were more than two years below grade level in mathematics. English Learner proficiency in ELA continues to be a focal point for Endeavor/Voyager Staff because zero English Learners met re-designation criteria in 2025-26. To meet the	Student to teacher ratio should be 16:1, but during the 2025-26 school year, Endeavor/Voyager student to teacher ration will be maintained below 10:1. Having an extra teacher allows students to receive increased individualized support from all teachers, since the student to teacher ratio is significantly lower. As a result, we expect that students will improve academic achievement in ELA and Math through the increased support and availability of teachers. The additional teacher allows students to benefit from increased, in-person course offerings. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	• i-Ready Reading assessments • i-Ready Math assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learning needs of these students, this action will be continued. The Rate of English Learner Students Making Progress toward English Proficiency and the California School Dashboard ELA/Math Distance from Standard did not have sufficient numbers in the cohort to be reported. Having an extra teacher allows students to receive increased individualized support from all teachers, since the student to teacher ratio is significantly lower. The i-Ready data and reclassification rate demonstrate the need to provide students with that additional support. Scope: LEA-wide		
1.10	Action: i-Ready Assessments for Grade Level Proficiency Need: Reading and Mathematics lack of proficiency continues to be a concern for Endeavor/Voyager staff as students performed significantly below grade level in reading and Mathematics as measured using i-Ready assessments. These low proficiency levels include 5.2% percent on grade level and 89.47% were two or more years below grade level in reading; and 0% on grade level and 94.73% were more	Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. Teachers will use formative i-Ready math assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready math lessons as part of the required classwork to support learning and increase academic proficiency. The instructional assistant will assist low-performing students with additional support. Additional instructional materials will be purchased to support classroom instruction, as needed. Data from state	• i-Ready Reading assessments • i-Ready Math assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	than two years below grade level in mathematics. Since the enrollment at Endeavor/Voyager is very small, California School Dashboard data is not available, as very few enrolled students are required to take state summative assessments for grades, 7, 8, and 11, so the California School Dashboard ELA/Math Distance from Standard did not have sufficient numbers in the cohort to be reported. To better address the unique academic needs of low income, English learner, and foster youth students, we need to be able to track student data. Therefore, MCSOS has invested in the i-Ready assessment system to conduct local assessments and monitor students' progress. Scope: LEA-wide	assessments is contingent on a minimum number of students completing assessments, so that data is not reliable as it is not available on a yearly basis. Endeavor/Voyager staff expect to see growth in ELA and Math assessment results from the action. Aside from providing data on current grade level and subskill strengths and identifying areas of growth, i-Ready also assigns individualized prescriptive lessons to support each student's progress toward grade-level proficiency. To this point, i-Ready allows for actionable feedback to both student and teacher about skill development needing greater intervention and reteaching while the student is enrolled in either program. Should the student be enrolled long enough, there will be a second diagnostic assessment that will allow for growth comparisons as a result of instruction. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	
1.11	Action: Increase Students Completing CTE Courses Need: After assessing the needs, conditions, and circumstances of Endeavor/Voyager SED students, this data based on the needs of incarcerated youth, who do not have the same access to elective courses as non-incarcerated youth. To support these students, an Intro to welding class was provided using several virtual welders to create a real-life welding scenario in a safe environment.	To provide Low-Income students with access to an in-person CTE elective course, a teacher will provide weekly instruction. An Introduction to Welding course will be continued with virtual welders to create a virtual welding scenario in a safe environment. Student interest in welding will increase student enrollment in CTE courses upon release to their home districts. Endeavor/Voyager staff expect this action to increase the number of students completing this CTE course because of its availability and that it	• Number of Students completing credit in a Career Technical Education (CTE) Class • Access to a Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	19 students students completed credit in a Career Technical Education (CTE) Class All students had access to a broad course of study within the parameters of the school setting. Scope: LEA-wide	offers an introductory course to a trade after high school. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	
1.14	Action: Provide Credit Recovery Options for Low-Income Students Need: Endeavor/Voyager students come from various districts within Madera County and other counties as well. Furthermore, assessments conducted when students enroll indicate that, in most cases, Low-Income, English Learner, and Foster Youth students are significantly credit deficient. Because of the small size of the cohort, there are no Dashboard data reported for academic performance or academic engagement. Our experience has shown that due to the credit deficiencies and frequent erratic attendance of our students prior to enrolling at Endeavor/Voyager, they are in need of opportunities to accelerate completion of A-G and/or CTE classes along with credit recovery. Scope:	To help students recover credits needed to fulfill graduation requirements, online platforms such as Edgenuity will be part of the educational program. Students needing to complete A-G courses and increased CTE offerings will benefit from this option. Teachers and instructional assistants will also be able to provide additional student support. Partial credits will be awarded for students who get released prior to the end of the semester. Academic counselor, counseling specialist, and administrators will ensure academic records are obtained and provided in a timely manner to districts of residence. We expect this action to increase the number of students who are prepared to graduate from their schools of residence having completed the A-G requirements and/or a CTE pathway. In order to maximize its impact in increasing academic and academic engagement outcomes for all students, this action is being provided on an LEA-wide basis.	Number of Students completing credit in a Career Technical Education (CTE) Class Average number of credits earned by credit-deficient students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	Action: Increase Student Attendance Rates Need: Students in Endeavor/Voyager have historically high levels of truancy and academic struggles while in their districts of residence. Although students are incarcerated, they do have the option to not attend class. The 2025 California School Dashboard Chronic Absenteeism rate was 1.7%, an improvement from the prior year. Endeavor/Voyager students earned an attendance rate of 99.7%. Additionally, 97% of students responding to surveys reported that they felt safe at school, and 94.7% felt connected. The above data indicate that monthly Treatment Team meetings with corrections staff to learn of issues and discuss supports for students who are struggling with incarceration have been effective and need to be continued to maintain the positive results. Scope: Schoolwide	All teachers will create a positive learning environment to encourage students to attend class. Teachers, academic counselor and Program Director to participate in monthly Treatment Team meetings with corrections staff to learn of issues and potential available support for students who are struggling with incarceration, which can impact school attendance. Staff members will provide students with incentives for excellent attendance. Because this action provides significant support and encouragement through counseling and incentives, Endeavor/Voyager staff expect to maintain very high attendance rates. Endeavor/Voyager staff also expects to maintain high percentages of students who feel safe at and connected to school. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	- Attendance Rate - California School Dashboard: Chronic Absenteeism - School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School
2.3	Action: Increase Student Participation Need:	Extended learning opportunities, including field trips and guest presentations allow students more enriched learning. Teachers will plan field trips and guest presenters that enhance student learning and increase connectedness to school. Some field	- Number of Annual Presentations to Students - Percentage of Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	After assessing the needs, conditions, and circumstances of Endeavor/Voyager Low-Income students, we found that they have had the least access to enrichment outside the school environment in their districts of residence. This is truly an equity issue. Most have never been out of the Central Valley, never seen the ocean or mountains, never visited a museum or art gallery, or experienced the activities that foster social interaction and enhance engagement in school. Nine presentations were made to students on an array of topics including: How to Be Successful in High School, Post Secondary Options, Financial Aid and Credit, Community College/Vocational Programs Overview, Understanding and Managing Stress, Transition Planning, Career Interests and Career Exploration and Budgeting. 100% of Students are participating in Learning Opportunities Outside of the Classroom In the 2026 surveys, 97% of the students who responded reported that they felt safe at school, and 94.7% felt connected. The above data indicate that the extended learning opportunities, including field trips and guest presentations have been effective and need to be continued to maintain the positive results. Scope:	trip destinations now allow for virtual access, which can also contribute to learning goals. Endeavor/Voyager staff expect the activities in this action to further engage our Low-Income students and English Learners in positive experiences and interactions with their peers that maintain high percentages of students who feel safe at and connected to school. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	Participating in Learning Opportunities Outside of the Classroom • School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.6	Action: Positive Student Recognition Program Need: The 2025 California School Dashboard Chronic Absenteeism rate was 1.7%, an improvement from the prior year. Endeavor/Voyager students earned an attendance rate of 99.7%. Additionally, 97% of students responding to surveys reported that they felt safe at school, and 94.7% felt connected. The above data indicate that monthly Treatment Team meetings with corrections staff to learn of issues and discuss supports for students who are struggling with incarceration have been effective and need to be continued to maintain the positive results. Student referrals for counseling services continue to be high, and these ongoing needs drive the continued learning and acquisition of resources to support the SEL needs of incarcerated youth. Scope: Schoolwide	Endeavor/Voyager administration, school counselors, teachers, and other staff will plan and conduct ongoing student recognition to build connections to the school community, affect positive school culture, and outreach to parents. Students are recognized by teachers for academic progress, attendance, and citizenship awards. Support staff will contact parents via ParentSquare as well. Endeavor/Voyager staff expect the activities in this action to further engage our Low-Income students and English Learners in positive experiences that maintain high percentages of students who feel connected to school. Because this action provides significant support and encouragement through recognition and incentives, Endeavor/Voyager staff expects to maintain very high attendance rates. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	• Attendance Rate • California School Dashboard: Chronic Absenteeism • School Climate Survey: Percentage of Students Responding they Feel Safe and Connected to School
3.1	Action: Promote School Communication Need: 100% of parents of Low Income students are in contact with teachers via phone calls and	ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used for contacting all families. All communication will be provided in English and Spanish so parents of	• Percentage of Low-Income Parents Using ParentSquare to Communicate with the School

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	100% via ParentSquare texting feature. 100% of parents of English Learners are in contact with teachers via ParentSquare texting feature. 100% of teachers were provided access to PowerSchool to log entries in 2025-26. A survey of family Educational Partners found that 94% of parents of Low-Income students and English Learners agreed that their child's school uses ParentSquare to provide accessible two-way communication with families. The above data demonstrate that ParentSquare has improved communication between school and families, and needs to be continued to maintain that success. Scope: LEA-wide	English Learner students are kept equally informed of school news and events. Endeavor/Voyager staff expects this action to continue the 100% participation of Parents in communication through ParentSquare. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	- Percentage of Parents of English Learners Using ParentSquare to Communicate with the School - Percentage of Teachers Making ParentSquare Log Entries
3.3	Action: Increase Parent/Guardian Involvement and Attendance at School Functions Need: Endeavor/Voyager programs had approximately 58 parents attend school events during school year 2025-2026. A survey of local conditions did find that actual participation by parents of Low-Income students and English Learners is very low.	Endeavor/Voyager staff will Increase parent participation at school events and informational meetings to support identified needs of families. The Voyager program hosts Cadet Academy Graduation ceremonies throughout the year and parents will be invited to attend. Parents can attend athletic competitions and/or academic competitions. There are additional advisory committees for students and families to provide input on programmatic improvements. Families requiring transportation will be provided Madera Area Express tickets/vouchers to access transportation to attend school events.	- Number of Parents Attending School Events

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	Scope: LEA-wide	Endeavor/Voyager staff expect this action to increase the participation of parents and families in school events as it will target personal invitations and provide transportation to attend events and to participate in advisory committees. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	
3.5	Action: Increase Educational Partner Input and Participation Need: Endeavor/Voyager programs had approximately 15 parents attend school meetings during school year 2025-2026. A survey of local conditions did find that actual participation by parents of Low-Income students and English Learners is very low. Scope: LEA-wide	The Program Director will work with correctional staff to make accommodations for school/student related meetings to be held on-site to increase parent attendance, including the Parent Advisory Council (PAC), School Site Council (SSC) and English Learner Advisory Committee (ELAC). Input from families will help establish informational meeting topics of interest to provide families with resources and skills to support their student's academic and social-emotional needs. Partnerships with Madera County Department of Public/Behavioral Health will provide local resources accessible to families in Madera County. Endeavor/Voyager staff expect this action to increase the participation of parents and families in advisory committees as the accommodations negotiated with correctional staff will make it possible for parents to attend meetings on campus rather than off-site. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	- Number of Parents Attending Endeavor/Voyager Parent Meetings
3.6	Action: Foster Youth and Homeless Students	Coordinate monthly workshops to inform caregivers about the unique needs of Foster and	Percentage of caregivers of CAES foster youth

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	Need: A survey of local conditions led to the discovery that, currently, no parents of Foster Youth use Parent Square to receive and respond to communications from MCSOS staff. This finding showed a need to promote the usage of ParentSquare for on-going communication between parents and foster/homeless education staff. As of April, 2026, 100% of foster and homeless families are signed up for ParentSquare and are able to receive and send communication with school personnel. As of April 2026, 22% of foster youth caregivers participated in monthly Parent Connection workshops highlighting an array of topics to help caregivers advocate for youth including: Foster/Homeless Youth Education Rights, School Technology Platforms, Strategies for Supporting the Academic Success of Your Child, Suicide Awareness & Prevention, Behavioral Effects of Trauma, Special Education Process, and Literacy Strategies at Home. These data show that the need has been successfully addressed by the implementation of this action and that it needs to be continued to maintain that success. Scope:	Homeless Youth. Workshop topics include AB490/McKinney-Vento, overview of resources and support services, trauma informed Strategies for Behavior at Home, Ensuring Healthy Relationships for Youth, Suicide Awareness, Supporting Youth through Early College Awareness and Preparation, the Special Education Process, and Human Trafficking Awareness; Ensure caregiver accessibility by providing virtual opportunities to participate. Promote the usage of ParentSquare for on-going communication between parents and foster/homeless education staff. Using ParentSquare to communicate specifically with CAES foster youth caregivers and homeless education parents will continue in the 2026-27 school year. Endeavor/Voyager staff expect this action to increase the communication and connectedness between parents and foster/homeless education staff because it will specifically target CAES foster youth caregivers and homeless education parents. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis. (Note: The action is not funded with LCFF funds. However, it demonstrates additional services and support provided to unduplicated students, which is why it is included in this section.)	using ParentSquare to communicate with Foster Youth/Homeless Education staff Percentage of Foster Youth Caregiver Participation in Monthly Workshops

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

MCSOS does not receive the 15% Concentration Grant add-on.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$8,788,984	491,628	5.594%	0.000%	5.594%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$904,980.00	\$563,459.00	\$133,781.00	\$178,694.00	\$1,780,914.00	\$1,475,203.00	\$305,711.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide Standards-Aligned Curriculum to All Students Improve Low-Income Students' Achievement in Math and ELA	All	No			All Schools	ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.2	Support Students with IEPs	Students with Disabilities	No			All Schools	ongoing	\$76,190.00	\$600.00	\$76,790.00	\$0.00			\$76,790.00	
1	1.3	Instructional Staff Professional Development Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
1	1.4	Low-Income Students to Make Academic Progress in Math	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$0.00	\$800.00	\$800.00				\$800.00	
1	1.5	Retain Highly Effective Teachers Through Individualized Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$2,758.00	\$1,000.00			\$1,758.00	\$2,758.00	
1	1.6	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math	All	No			All Schools	ongoing	\$235,155.00	\$700.00	\$211,006.00			\$24,849.00	\$235,855.00	
1	1.7	Maintain Low Student to Teacher Ratio	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$453,199.00	\$1,400.00	\$388,229.00			\$66,370.00	\$454,599.00	
1	1.8	English Learner Support	English Learners	No			All Schools	ongoing	\$20,214.00	\$250.00				\$20,464.00	\$20,464.00	
1	1.9	Provide Intervention and Instructional Support for Struggling Learners	All	No			All Schools	ongoing	\$65,253.00	\$0.00				\$65,253.00	\$65,253.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	i-Ready Assessments for Grade Level Proficiency	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$4,800.00	\$4,800.00				\$4,800.00	
1	1.11	Increase Students Completing CTE Courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$22,999.00	\$37,000.00	\$59,999.00				\$59,999.00	
1	1.12	Academic and Social Emotional Counseling for At-Promise Students	All	No				ongoing	\$54,707.00	\$500.00	\$55,207.00				\$55,207.00	
1	1.13	Create Individual Progress Plans and Career Assessment Surveys	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.14	Provide Credit Recovery Options for Low-Income Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		ongoing	\$0.00	\$30,600.00	\$30,600.00				\$30,600.00	
1	1.15	Access to a Broad Course of Study for Low-Income Students	All	No			All Schools	ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
1	1.16	Academic Supports for Students at Gould Education Center	Students with Disabilities Hispanic and English Learners	No			Specific Schools: Gould Education Center	ongoing	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
1	1.17	Support Students Toward Graduation	All	No			Specific Schools: Endeavor/Voyager		\$89,493.00	\$0.00		\$89,493.00			\$89,493.00	
1	1.18	Physical Therapist Assistance	All Students with Disabilities	No			Specific Schools: Gould Education Center		\$0.00	\$26,450.00		\$26,450.00			\$26,450.00	
2	2.1	Increase Student Attendance Rates	Low Income	Yes	School wide	Low Income	All Schools	ongoing	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
2	2.2	Counseling Presentations	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Increase Student Participation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Behavioral Health Interventions and Support Services	All	No			All Schools	ongoing	\$17,100.00	\$0.00	\$17,100.00				\$17,100.00	
2	2.5	Suspension Rates	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	Positive Student Recognition Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.7	Climate Survey Responses	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Promote School Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$1,200.00	\$1,200.00				\$1,200.00	
3	3.2	Promote Participation of Families of English Learners	English Learners	No			All Schools	ongoing	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
3	3.3	Increase Parent/Guardian Involvement and Attendance at School Functions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.4	Maintain High Level of Home-School Communication	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.5	Increase Educational Partner Input and Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.6	Foster Youth and Homeless Students	Foster Youth	No			All Schools	ongoing	\$0.00	\$1,000.00		\$1,000.00			\$1,000.00	
4	4.1	Math Support Teacher	All	No			All Schools	ongoing	\$158,117.00	\$700.00	\$700.00	\$158,117.00			\$158,817.00	
5	5.1	Coordinate county-wide post-secondary preparation and awareness activities for foster youth students	All Foster Youth	No			All Schools	ongoing	\$245,227.00	\$32,367.00		\$143,813.00	\$133,781.00		\$277,594.00	
5	5.2	Coordinate county-wide career awareness and readiness activities for foster youth students	All Foster Youth	No			All Schools	ongoing	\$0.00	\$26,000.00		\$26,000.00			\$26,000.00	
5	5.3	Build LEA and caregiver capacity to support the social-emotional and	All Foster Youth	No			All Schools	ongoing	\$0.00	\$73,586.00		\$73,586.00			\$73,586.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		academic needs of foster youth														
5	5.4	Ensure school stability	All Foster Youth	No			All Schools	ongoing	\$0.00	\$25,000.00		\$25,000.00			\$25,000.00	
6	6.1	Triennial Meetings	All Expelled Youth	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
6	6.2	Expelled Youth Placement Meetings	All Expelled Youth	No			All Schools	ongoing	\$37,549.00	\$0.00	\$37,549.00				\$37,549.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$8,788,984	491,628	5.594%	0.000%	5.594%	\$492,628.00	0.000%	5.605 %	Total:	\$492,628.00
								LEA-wide Total:	\$489,128.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$3,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Instructional Staff Professional Development Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
1	1.4	Low-Income Students to Make Academic Progress in Math	Yes	LEA-wide	Low Income	All Schools	\$800.00	
1	1.5	Retain Highly Effective Teachers Through Individualized Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
1	1.7	Maintain Low Student to Teacher Ratio	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$388,229.00	
1	1.10	i-Ready Assessments for Grade Level Proficiency	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,800.00	
1	1.11	Increase Students Completing CTE Courses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,999.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.14	Provide Credit Recovery Options for Low-Income Students	Yes	LEA-wide	English Learners Foster Youth Low Income		\$30,600.00	
2	2.1	Increase Student Attendance Rates	Yes	Schoolwide	Low Income	All Schools	\$1,500.00	
2	2.3	Increase Student Participation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
2	2.6	Positive Student Recognition Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.1	Promote School Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,200.00	
3	3.3	Increase Parent/Guardian Involvement and Attendance at School Functions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
3	3.5	Increase Educational Partner Input and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,735,767.00	\$1,729,278.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide Standards-Aligned Curriculum to All Students	No	\$10,000.00	191
		Improve Low-Income Students' Achievement in Math and ELA			
1	1.2	Support Students with IEPs	No	\$26,317.00	75,570
1	1.3	Instructional Staff Professional Development Program	Yes	\$1,500.00	825
1	1.4	Low-Income Students to Make Academic Progress in Math	Yes	\$800.00	800
1	1.5	Retain Highly Effective Teachers Through Individualized Professional Development	Yes	\$2,800.00	2,595
1	1.6	Provide Instructional Support and Instructional Materials to Increase Student Achievement in ELA and Math	No	\$236,081.00	287,127
1	1.7	Maintain Low Student to Teacher Ratio	Yes	\$421,279.00	386,876
1	1.8	English Learner Support	No	\$20,293.00	19,906
1	1.9	Provide Intervention and Instructional Support for Struggling Learners	No	\$63,727.00	64,884
1	1.10	i-Ready Assessments for Grade Level Proficiency	Yes	\$4,800.00	2,300

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Increase Students Completing CTE Courses	Yes	\$58,425.00	111,650
1	1.12	Academic and Social Emotional Counseling for At-Promise Students	No	\$54,897.00	52,909
1	1.13	Create Individual Progress Plans and Career Assessment Surveys	No	\$300.00	0
1	1.14	Provide Credit Recovery Options for Low-Income Students	No	\$30,600.00	30,600
1	1.15	Access to a Broad Course of Study for Low-Income Students	No	\$2,500.00	66,960
1	1.16	Academic Supports for Students at Gould Education Center	No	\$20,000.00	38,700
1	1.17	Support Students Toward Graduation	No	\$166,385.00	40,393
2	2.1	Increase Student Attendance Rates	Yes	\$1,200.00	1,675
2	2.2	Counseling Presentations	No	\$0.00	200
2	2.3	Increase Student Participation	Yes	\$1,000.00	365
2	2.4	Behavioral Health Interventions and Support Services	No	\$17,100.00	22,325
2	2.5	Suspension Rates	No	\$0.00	161
2	2.6	Positive Student Recognition Program	Yes	\$1,000.00	454

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Climate Survey Responses	No	\$0.00	0
3	3.1	Promote School Communication	Yes	\$1,200.00	601
3	3.2	Promote Participation of Families of English Learners	No	\$1,500.00	412
3	3.3	Increase Parent/Guardian Involvement and Attendance at School Functions	Yes	\$500.00	0
3	3.4	Maintain High Level of Home-School Communication	No	\$0.00	0
3	3.5	Increase Educational Partner Input and Participation	Yes	\$500.00	90
3	3.6	Foster Youth and Homeless Students	Yes	\$1,000.00	1,207
4	4.1	Math Support Teacher	No	\$155,261.00	155,062
5	5.1	Coordinate county-wide post-secondary preparation and awareness activities for foster youth students	No	\$273,216.00	250,148
5	5.2	Coordinate county-wide career awareness and readiness activities for foster youth students	No	\$26,000.00	23,452
5	5.3	Build LEA and caregiver capacity to support the social-emotional and academic needs of foster youth	No	\$73,586.00	50,676
5	5.4	Ensure school stability	No	\$25,000.00	10,050
6	6.1	Triennial Meetings	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.2	Expelled Youth Placement Meetings	No	\$37,000.00	30,114

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$365,513	\$449,318.00	\$509,438.00	(\$60,120.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Instructional Staff Professional Development Program	Yes	\$1,500.00	825		
1	1.4	Low-Income Students to Make Academic Progress in Math	Yes	\$800.00	800		
1	1.5	Retain Highly Effective Teachers Through Individualized Professional Development	Yes	2800	2595		
1	1.7	Maintain Low Student to Teacher Ratio	Yes	\$375,593.00	386,876		
1	1.10	i-Ready Assessments for Grade Level Proficiency	Yes	\$4,800.00	2300		
1	1.11	Increase Students Completing CTE Courses	Yes	\$58,425.00	111650		
2	2.1	Increase Student Attendance Rates	Yes	\$1,200.00	1675		
2	2.3	Increase Student Participation	Yes	\$1,000.00	365		
2	2.6	Positive Student Recognition Program	Yes	\$1,000.00	454		
3	3.1	Promote School Communication	Yes	\$1,200.00	601		
3	3.3	Increase Parent/Guardian Involvement and Attendance at School Functions	Yes	\$500.00	00		
3	3.5	Increase Educational Partner Input and Participation	Yes	\$500.00	90		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	Foster Youth and Homeless Students	Yes		1207		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$8,425,751	\$365,513	1.155%	5.493%	\$509,438.00	0.000%	6.046%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32627\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32627\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32627\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32627\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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