LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Madera County Superintendent of Schools (Endeavor/Voyager)
CDS Code: 20102070000000
School Year: 2022-23
LEA contact information:
Hugo Sanchez
Program Director - Career/Alternative Education Services
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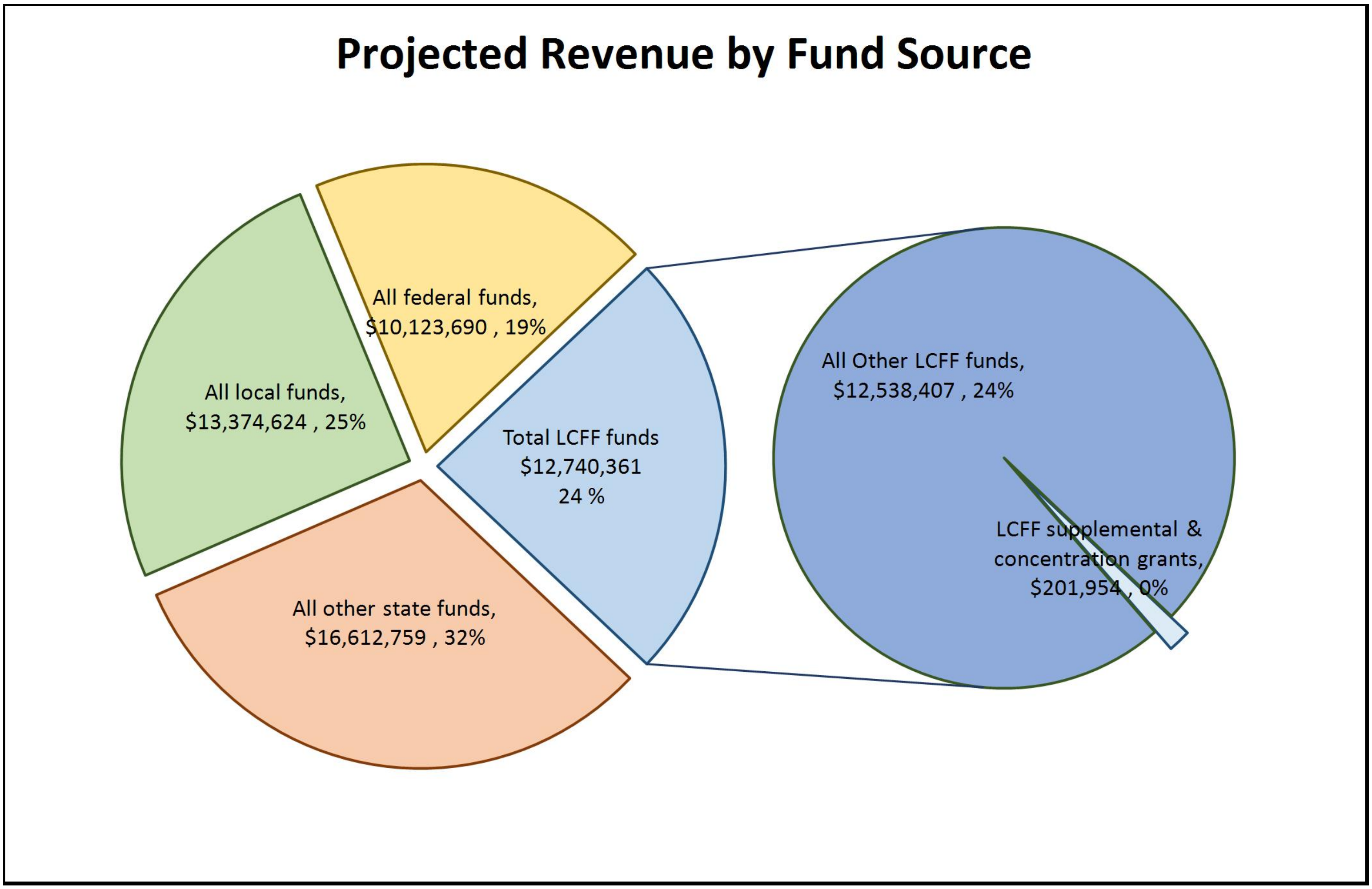
(559) 662-6211

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

Budget Overview for the 2022-23 School Year



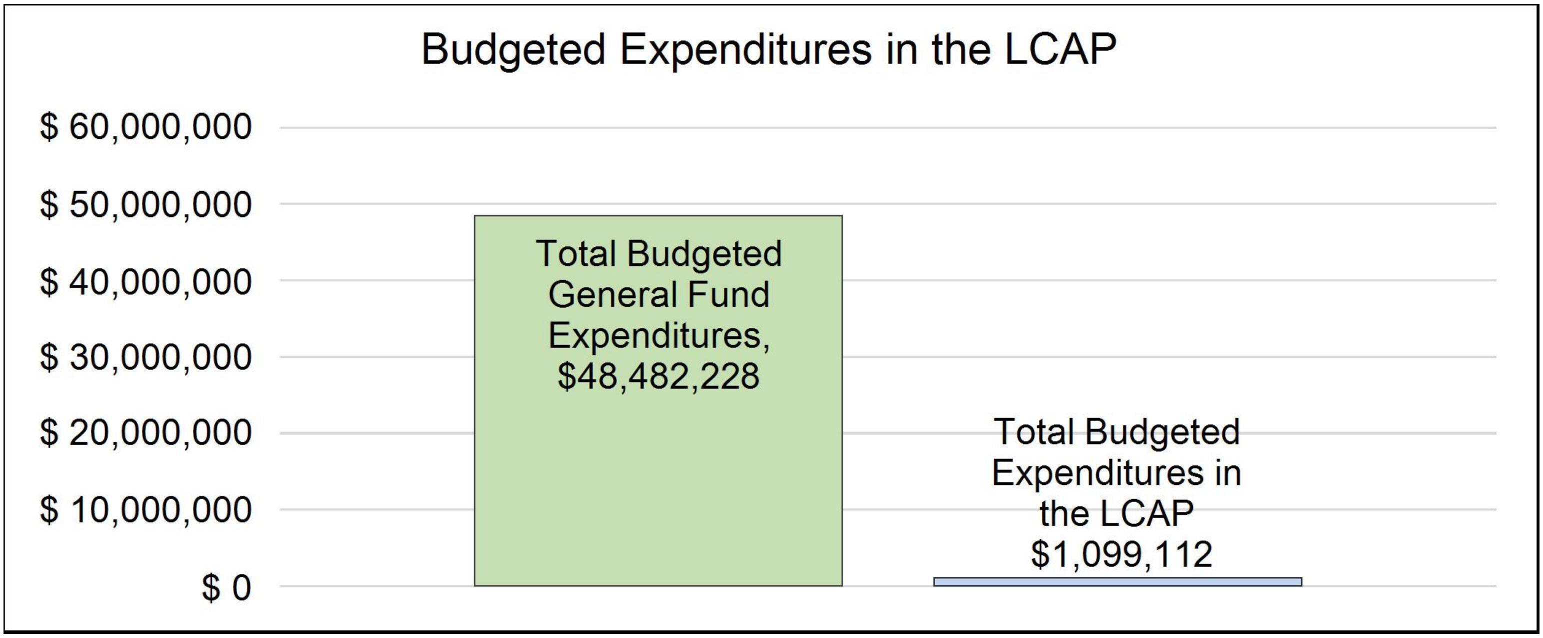
This chart shows the total general purpose revenue Madera County Superintendent of Schools (Endeavor/Voyager) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Madera County Superintendent of Schools (Endeavor/Voyager) is $52,851,434, of which $12,740,361 is Local Control Funding

Formula (LCFF), $16,612,759 is other state funds, $13,374,624 is local funds, and $10,123,690 is federal funds. Of the $12,740,361 in LCFF Funds, $201,954 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Madera County Superintendent of Schools (Endeavor/Voyager) plans to spend for 2022-23. 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/Voyager) plans to spend $48,482,228 for the 2022-23 school year. Of that amount, $1,099,112 is tied to actions/services in the LCAP and $47,383,116 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

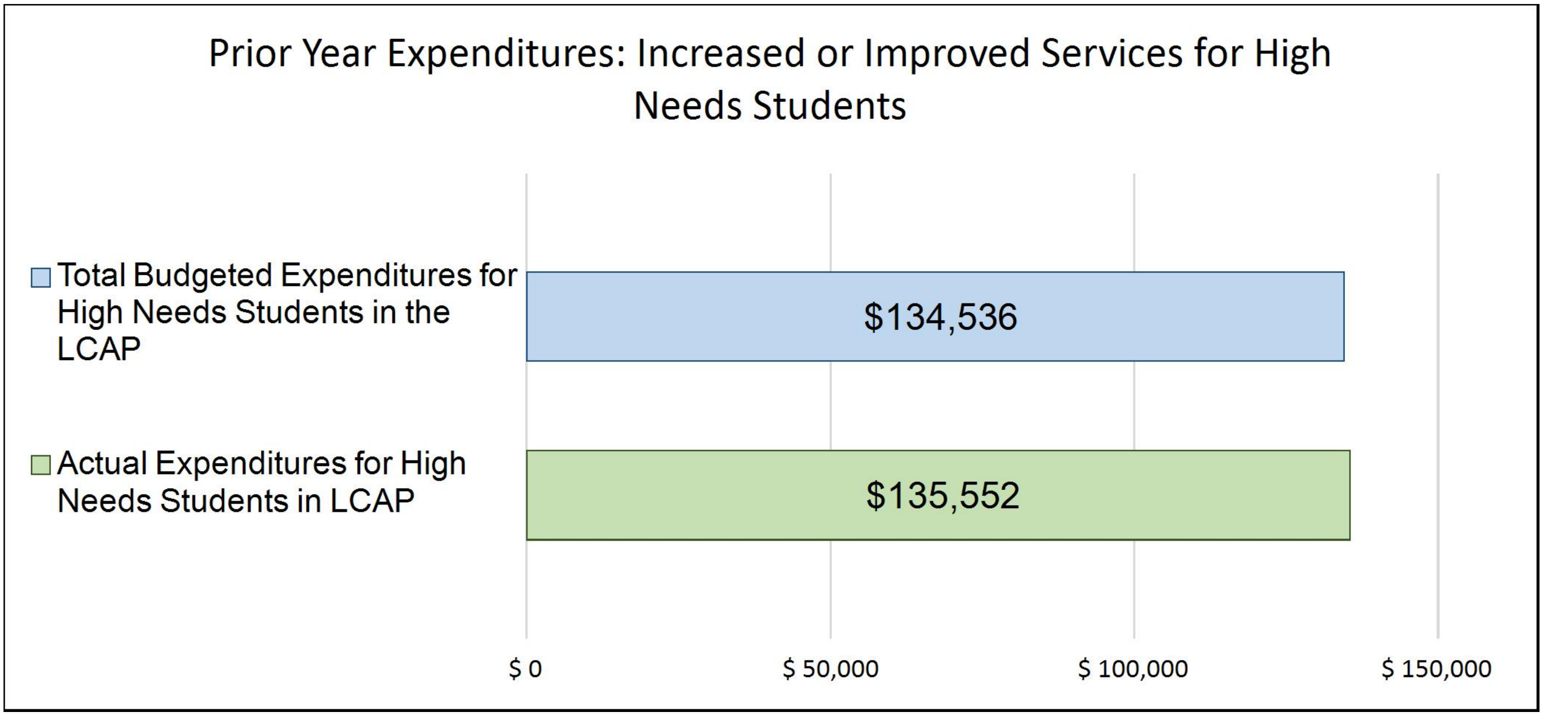
Total GF Budget is $48,482,228 and of that total $47,383,116 is not included (Restricted-$16,387,714) $12,277,268 Special Education - $2,893,157 ESSA COE and other restricted, Special Ed Mental Health $1,217,289. STRS on Behalf ($1,110,689) due to restricted programs county offices operate on a county-wide or regional bases. General operations of Human Resources, Info. Services, Business Services, Operations/Facilities and General Administration total $29,884,713 and are also not included.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Madera County Superintendent of Schools (Endeavor/Voyager) is projecting it will receive $201,954 based on the enrollment of foster youth, English learner, and low-income students. Madera County Superintendent of Schools (Endeavor/Voyager) must describe how it intends to increase or improve services for high needs students in the LCAP. Madera County Superintendent of Schools (Endeavor/Voyager) plans to spend $313,155 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 2021-22



This chart compares what Madera County Superintendent of Schools (Endeavor/Voyager) 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/Voyager) 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 2021-22, Madera County Superintendent of Schools (Endeavor/Voyager)'s LCAP budgeted $134,536 for planned actions to increase or improve services for high needs students. Madera County Superintendent of Schools (Endeavor/Voyager) actually spent $135,552.25 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera County Superintendent of Schools (Endeavor/Voyager)	Mr. Hugo Sanchez - Program Director	hsanchez@mcsos.org (559) 662-4640

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

MCSOS did not receive additional funds through the Budget Act of 2021 that were not already included in the 2021-22 LCAP at the time of adoption. Educational partners were engaged regarding the use of all funds included in the 2021-22 MCSOS Local Control and Accountability Plan (LCAP) during the initial LCAP adoption process.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

MCSOS did not receive the additional 15% supplemental and concentration grant add-on funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

CAES and Student Programs staff members were surveyed using a Google Survey and a meeting was held at Gould Educational Center. Some staff felt the additional assessment days prior to the start of school helped with an efficient start to the year given teachers were able to establish needed academic baselines for planning instruction. Staff members also supported the need for an outdoor learning space at the Gould Center.

On September 28,2021, the Executive Director of Student Programs and Services met with the Community Advisory Committee. LEA partners were in attendance. She shared with the members proposed activities and solicited input and feedback on proposed expenditures. The LEA's educational partners agreed with the plan and expressed strong support of the outdoor learning center at the Gould Center which serves the students with the most significant disabilities in Madera County.

On October 4, 2021, the MCSOS Superintendent of Schools met with the Interagency Youth and Children Services Council Executive Committee. In attendance were MCSOS, Madera County Behavioral Health. Madera County Department of Public Health, Madera County Probation and Madera County Courts. The superintendent presented the plan and highlighted the Community Resource Center. She explained the purpose of the center and who would benefit from its services. The council was also very supportive of the plan.

On October 8, 2021, the Executive Director of Student Program and Services communicated with a tribal representative from the Native American community. In this discussion of ESSER III funds, the tribal representative focused on the educational needs of Native American students. Concerns she shared included the ongoing need for social-emotional support for students as they return back to school and from possible periods of quarantine, and extra time with students was a good idea as well. Both concerns can be addressed through the Community Resource Center.

On October 8, 2021, the Executive Director of Career and Alternative Education Services met with the Pioneer Technical Center Leadership class. Students received a presentation on the ESSER III plan and gave their input following that presentation. The students gave many suggestions including more time with teachers for struggling learners and tutors or a resource center for help with school work. These suggestions were incorporated into the plan. Teachers are able to spend more time with students through the extra professional development/assessment days that have been added at the beginning of the school year. Tutors will be available at the Community Resource Center after its opening.

On October 25, 2021, the Executive Director of Career and Alternative Education communicated with a representative of the California Rural Legal Assistance, Inc., a local advocacy group for students of color and low-income families, to discuss the ESSER III plan. This representative also represents the Coalition for Community Justice and Padres Unidos for the Madera community. The representative provided feedback to the ESSER III plan on October 29, 2021, and included praise for the “substantive content of the plan,” expressed concerns for the hardships students and families have experienced at the hands of the COVID-19 Pandemic, and the learning difficulties students have experienced, as well. Further, the representative added that funds must be used to close the gap created by learning loss during the pandemic due to reduced instructional hours, and the weakened bond between student and teacher. Additionally, consideration must be given to 1:1 tutoring, enrichment, and mental wellness due to the pandemic-induced trauma students have experienced. These concerns have been addressed in the ESSER III plan through the concept of the Community Resource Center and the Project Lifeguard program being initiated with staff and students starting with school year 2021-2022.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Madera County Superintendent of Schools adopted a plan for a safe return to schools in March 2021. In this plan, the LEA outlined clear guidelines for the safe return of all MCSOS students and staff. This plan is monitored and evolving, and MCSOS staff is working directly with Madera County Department of Public Health and California Department of Public Health. Components of the plan include, but are not limited to, Personal Protective Equipment (PPE) for all staff and students, health and safety protocols training for all staff members, and continual communication with educational partners throughout this pandemic. The link to the complete plan is provided below:

https://www.mcsos.org/cms/lib/CA01001244/Centricity/Domain/4/8.2%20REOPENING%20PLAN%20ADA.pdf

The Madera County Superintendent of Schools approved the ESSER III plan on December 2021 and its link is listed below:

https://www.mcsos.org/cms/lib/CA01001244/Centricity/Domain/4/MCSOS%20Approved%20ESSER%20III%20Ependiture%20Plan.pdf

A description of the implementation of the ESSER III plan includes the following actions, successes and challenges.

1) Establishing a community resource center: As of 5/17/22, MCSOS personnel are working with an architect to access the needs and develop a remodeling plan for one of the existing MCSOS buildings that will serve as the community resource center. This process is successfully moving forward as MCSOS has identified a Project Manager who is working on plans for the building to be remodeled. Inherent challenges to this project at this given time would include potential supply chain issues with building materials including increased inflationary costs of said building materials.

2) Replacing Gould playground to create a new outdoor learning center: MCSOS personnel has developed an outdoor learning center plan, secured a contractor and ordered materials for a July 2022 installation. This outdoor learning center is planned to be ready for students in the 2022-23 school year. This action to date has proven successful because plans are solidified and underway. Inherent challenges could include late building material delivery, thus affecting project completion prior to the beginning of school.

3) Providing lifeguard training: MCSOS has been working with Seity Health on the Lifeguard Initiative through Stanislaus County Office of Education. A Leadership "Go" Team, or training group was established and has delivered training to administrators and internal classified personnel, completed in April 2022. Teachers and students will be trained in Fall of 2022 for full implementation of the program. This action has proven successful as two employee groups have undergone appropriate training and using the Seity Health Lifeguard Initiative. At this time, no challenges have been identified to this action.

4) Providing COVID-19 testing for staff and students: A mandatory COVID-19 testing monitoring program has been implemented for all unvaccinated employees of the Madera County Superintendent of Schools. This weekly program currently monitors approximately 100

employees. All students and staff have been provided home test kits several times throughout the year as an additional precautionary safety measure to prevent the spread of COVID-19. This action proved successful to help prevent/mitigate the spread of COVID-19 amongst staff and students of MCSOS schools. Potential challenges include spikes of COVID-19 positive cases and people not taking the appropriate COVID-19 protocols preventing the spread of COVID-19.

5) Adding additional days to instructional calendar: For school year 2021-22, MCSOS successfully negotiated with union partners for the addition of 4 additional days for the purposes of assessing the academic impact of lost instructional time by administering academic assessments prior to the start of school. This action proved successful given staff members were able to academically assess students prior to the beginning of the 2021-22 school year in an effort to mitigate any learning loss as a result of the COVID-19 pandemic in school year 2020-21. Additionally, 2 days were provided for professional development for all staff notably in the areas of SEL and core content curricula. At this time, no challenges have been identified to this action.

6) Providing hotspots, devices and services: To help socio-economically disadvantaged students with technological needs such as hotspots, Chromebooks and Wifi service fees, MCSOS has provided these items for all students. These items have been utilized directly in instruction on a daily basis. This action proved successful as a continuation of the current 1:1 technology plan for all students. At this time, 2 challenges have been identified including the limited technological life-span of a Chromebook (2-3 years) and continued replacement cost of those devices.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The LEA is using its fiscal resources received for the school year 2021-22 to support students and teachers during the COVID-19 pandemic. Action Plans were developed and fiscal resources were utilized during this time period. These following plans were aligned to the LEAs' LCAP to address the needs of these of students: The Learning Continuity Plan (LCP) The Safe Return to Schools Plan and the Elementary Secondary School Emergency Relief (ESSER III) plan. The ESSER plan specifically aligns to the MCSOS LCAP in the following goals and actions:

Goal 1 - Juvenile Hall (Endeavor/Voyager) students will stay on track and become college and career ready through state adopted standards instructions. Actions 1, Address on-going Professional Development needs, 6, Improving academic proficiency of SED Students on SBAC Math and ELA assessments, and 9 all SED students to make academic progress as measured by i-Ready assessments.

Goal 2 - MCSOS will provide resources and services to improve the social-emotional well-being of each student and provide a safe environment conducive to learning. Actions: 1 - Maintaining a low Teacher to Student Ratio, 2 - Providing Counseling Presentations,4 - Maintaining access to technology and 7 - Maintaining a positive Environment.

Goal 3 - Increase parent involvement by developing meaningful partnerships and participation, Actions: 1 - Build CAES Foster and Homeless parent/caregiver capacity to support the educational and social-emotional needs of youth, and 4 - Increase the number of parents attending school events.

Goal 4 - Facilitate the county-wide coordination of services for the educational success of students in foster care. Actions: 1 Build the LEA's capacity to support the educational needs of Foster Youth, 3 - Develop and coordinate college and career readiness and awareness support services and activities, and 5, Build caregiver capacity to support the educational and social-emotional needs of Foster Youth.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents

- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

The goal of MCSOS's Career and Alternative Educational (CAES) Services is to assist students in returning to their districts of residence by encouraging them to attend school on a regular basis, to earn passing grades with a “C” or better in all classes, and to be model citizens.

It is estimated that approximately 20-25 students will be enrolled in Endeavor/Voyager programs at any one time, but more than 100 students over the course of the year. Enrollment fluctuates due to the student population served, and given the effects of the COVID-19 pandemic, enrollment numbers declined in the previous year. Since July 1st, enrollment has climbed from pandemic numbers. Demographically, approximately 68% of students are Hispanic, 8% White, 5% African American, 5% American Indian, and 14% other or declined to state. Currently 29% of students enrolled in Endeavor/Voyager are English Learners (EL) with Spanish being the primary language spoken in the home. 100% of students participate in the school lunch program as wards of the court. Approximately 17% of the students have identified special needs. Of these students identified, the majority enter Alternative Education programs with existing Individualized Education Plans (IEPs). Service delivery models include general education teachers that provide one-on-one instruction, 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) through 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 60 days in Endeavor School, and from four to six months in the Voyager Program. As such, many state metrics are not available for alternative schools. Given the short term placement in these programs, the educational goal is to maintain progress on core coursework and address gaps in educational credits in order to achieve a high school diploma, either in the correctional facility program or, once released, in their district of residence or county program. Students who would need access to University of California (UC) approved courses or Advanced Placement can be accommodated on an individual basis online. However, as an alternative school, the school does not receive school AP or UC completion rates for purposes of accountability. Additionally, the school does review State testing scores in ELA and Math, with a focus on needs of students who are low income, foster youth, English Learners and special needs students, and receives Dashboard Alternative School Status (DASS) results for academic indicators in English Language Arts and Math, Suspension rates, Graduation rates, EAP, College and Career Indicators, and will soon start receiving DASS reports for English Learner Progress. The schools in Juvenile Hall and the Cadet Academy do not expel students; thus there is no expulsion rate. School attendance is mandatory, so attendance rates are very high and there is not a student drop-out rate during the student's time in the correctional facility programs. As an alternative school, graduation rates are not calculated on a four-year graduation cohort, however, the programs are accountable for graduation rates on a one-year cohort basis. In order to have a better measure of the one year cohort, academic counselors have grade-level reclassified students according to credits earned instead of years in school. Gathering data form California School Dashboard is challenging, since not enough students are eligible for state assessments, which are administered once during high school, or as in the case of English Learners Proficiency Assessments of California (ELPAC), yearly for EL students until reclassified.

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

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

Reflections: Successes

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

The Endeavor/Voyager staff had been delivering in-person instruction prior to the start of the 2020-21 schoolyear; which was the middle of the COVID-19 pandemic. The Endeavor/Voyager staff had utilized the social-emotional training they received on during the COVID-19 pandemic. Madera County Superintendent of Schools and Madera County Behavioral Health department provided multiple professional development opportunities and focused on the social-emotional needs of staff and students during, and continuing after, the pandemic. Because of these trainings, the MCSOS staff has been able to better address the needs of students, and better utilizing referrals to the school psychologist and the Student Success Team (SST) to help develop supports for struggling students. This year has shown an increase in these notifications and local mental health experts anticipate long lasting social and emotional impacts, long after the conclusion of the pandemic. It is these ongoing and continued needs that drive the continued learning and acquisition of resources to support the social-emotional needs of incarcerated students.

One great success for Endeavor/Voyager students has been the implementation of i-Ready assessments for ELA and Math. Aside from providing data on subskill strengths and areas of growth, i-Ready also assigns individualized prescriptive lessons to support each student's progress toward grade-level proficiency. Since the enrollment at Endeavor/Voyager is relatively small, Dashboard data is not available, as very few enrolled students are required to take state assessments for students in grades, 7, 8, and 11.

Teachers accessing professional development was an identified need for increasing student achievement for the 2021-22 school year. This goal was met with weekly professional growth and development including, but not limited to, i-Ready curriculum and development, mathematics content and pedagogical and SEL training for all teachers.

Instructional technology, including Chromebooks, were provided to all Endeavor/Voyager students for the 2021-22 schoolyear. MCSOS will continue to prioritize access to technology for all students allowing for greater access to curriculum resources and online assessments. Professional development for the 2021-22 school year both focused and targeted grade level deficiencies in Mathematics experienced by our students.

All instructional materials 9-12 are aligned to the California Common Core State Standards (CCSS).

All teachers are appropriately credentialed.

The suspension rate for Endeavor/Voyager continues to remain lower than the state average.

Endeavor English Language Arts teacher participated in monthly ELD network with other CAES ELD teachers.

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

Academic Counselor updated all student credit evaluations, maintained effective communication with home districts to ensure all proper courses were assigned and any students enrolled more than 15 days, earned partial credits.

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

Provided Common Core State Standards aligned curriculum in the areas of ELA and ELD.

Endeavor English Language Arts teacher participated in vetting and selection of new standards-aligned social studies curriculum.

All Endeavor/Voyager students have been better prepared for SBAC success as students have taken formative 1 and 2 assessments prior to the summative SBAC.

Eight Endeavor/Voyager students completed the virtual welding class in the Fall semester 2021.

The Student Information System (SIS) for Endeavor/Voyager, indicates an attendance rate of 99.8%. StudySync, a new supplemental curriculum for ELA, with online access was implemented in school year 2020-21 and teachers provides academic supports for students to continue to grow toward English Language proficiency to be demonstrated on SBAC and ELPAC assessments. In addition, this curriculum supports ELD students in Endeavor/Voyager.

Reflections: Identified Need

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

An identified need at Endeavor/Voyager is the increase in use on an online curriculum platform to offer A-G courses, credit recovery options, and CTE offerings that align with home districts. To address this area of need, a new online program will be incorporated for schoolyear 2022-23.

Another identified need is increased English Language proficiency of EL students. Steps taken to address this area of need include designated ELD curriculum and instructional model, an Endeavor/Voyager teacher participating and collaborating with the ELD PLC, two professional staff development days with MCSOS ELA/ELD Program Director and usage of LAS Links formative assessment tool to identify English proficiency in the domains of reading, writing, speaking and listening.

As indicated from the most recent i-Ready formative assessment 3 (Spring 2022) Endeavor/Voyager students showed significant deficits in ELA and Mathematics performance. Only 6% percent of all students were on grade level and 94% were two or more years below grade level in ELA; specifically in comprehension of informational text. For mathematics, 0% of students tested were on grade level and 100% were one grade levels or more below grade level. To address this area of need for greater success in ELA and Math, continued intensive and targeted instructional interventions are needed for these students. In addition, the new StudySync ELA/ELD supplemental curriculum has been implemented to address student literacy skills and staff is receiving ongoing professional development for ELA/ELD instructional practices.

Career Technical Education course completion is also an area for needed growth for Endeavor/Voyager students, even though the majority of students are enrolled for fewer than 30 days. To address this need, access was created to an Introduction to Welding course. This increased access to CTE instruction introduced students to a career offering. The CAES LCAP Survey administered in January 2022, indicated that 26.3% of students were interested in welding as a CTE pathway, which will justify maintaining this course pathway. However, additional CTE courses will be provided using new online curriculum. Expanding CTE offerings will contribute to students approaching college and career readiness.

Although most students are assessed through i-Ready upon entering Juvenile Hall and prior to their release, several students have not been. This year has shown greater challenges for assessing, because safety precautions for COVID-19 did not allow access to students for at least 14 days. To address this need, increased communication with correctional staff continues to be paramount.

According to a supervising mental health clinician from Madera County Behavioral Health Services, the students in alternative education programs, specifically those in Juvenile Hall, are at "ground zero" in terms of needing trauma informed practices and SEL best practices. The effects on these students as a result of the pandemic are unknown, but indications are that the impact of the COVID-19 Pandemic will be long-lasting and require extensive interventions.

LCAP Highlights

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

The 2022-23 LCAP is written with input from members of each educational partnership group of Madera County Superintendent of Schools. Educational partnership input aligns with the 2021-22 goals. MCSOS will continue focusing on efforts to support all students and increased efforts will be made to focus on the specific needs of foster or homeless youth, English Learners, and socio-economically disadvantaged (SED) students, representing 100% of the Endeavor/Voyager student population. These three goals also address the ten state priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of the Common Core State Standards, 8) Course Access, 9) Expelled Youth, and 10) Foster Youth.

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

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

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

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

Moving into the 2022-23 school year, while MCSOS is unsure of the specific social-emotional needs of staff and students, planned professional development will be assisted by CAES staff and Madera County Behavioral Health Department, to help in identifying and supporting student needs through this awareness of local supports. Educational partnerships with both internal and external sources provide the support and resource platform that will be built upon. This is key to learning and growth for Juvenile Hall students as we provide support for the whole child, knowing that if students do not feel physically and emotionally "safe," learning will not occur. As the COVID-19 pandemic created educational challenges and the need for Distance Learning, students' social-emotional well-being was at the forefront of most professional growth and staff development.

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

The emphasis on building and maintaining stronger family and community engagement, will continue with local community partnerships, parent-teacher conferences, parent academic and informational workshops and continued correspondence through ParentSquare. An additional emphasis will be building stronger family and community engagement. COVID-19 provided MCSOS an opportunity to evaluate and refine its communication protocols with teachers, correctional staff, parents, and administration. These protocols for communication have been transferred over into the new school year and will be continuously improved moving forward. Parent workshops are being planned to help with current and future needs for students ranging from transition support, and attendance policies and requirements for college enrollment and financial aid. Providing external learning opportunities such as visiting a business or college, historical sites and museums, and community volunteer experiences will help in developing more well-rounded students. The involvement of parents in the educational process of students who are incarcerated can present unique challenges. To improve this involvement, staff will make positive contacts with parents which will be monitored and documented through communication log templates. As students prepare to transition from the correctional facility, staff members will conduct transitional meetings that will include the student, his/her parents/guardians, teachers, counselors, and probation officer. To improve parent participation on formal and informal committees, staff will make personal contacts through phone calls or face to face meetings to encourage involvement. The Career and Alternative Education Services (CAES) Division's combined School Site Council (SSC) has created greater opportunities for students, parents, and correctional/probation staff to provide valuable input in the decision-making and approval process for specific funding.

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

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

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

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

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.

The Gould Educational Center services students from the nine different school districts that make up Madera County in regionalized programs for students with moderated to severe disabilities. Students with identified special needs from preschool to age 22 participate in the Gould Educational Center programs. These students are served in Special Day Classes at various locations including regular education school sites and a center based educational site. The students served by the Gould Educational Center may have severe cognitive disabilities, significant emotional and behavioral needs, or may be students who are deaf/hard of hearing. For the majority of the students, academic achievement is measured by the California Alternate Assessment (CAA) as well as their progress and attainment of individual goals and objectives developed by their Individualized Education Plan (IEP). In addition to their specialized academic instruction, students often receive additional designated services such as speech/language therapy, occupational therapy, deaf/hard of hearing services, services for the visually impaired, orientation and mobility services, specialized health care, behavior intervention services and adapted physical education.

Gould Educational Center was identified for Comprehensive Support and Improvement (CSI) based on a graduation rate below 67%. In lieu of official California School Dashboard graduation rate data for 2020, The Madera County Superintendent of Schools used local California Longitudinal Pupil Achievement Data Systems (CALPADS) data to determine a graduation rate of 16.7% for a diploma and 26.7% for a diploma and Certificate of Completion.

Support for Identified Schools

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

Again, the Gould Educational Center serves students who have moderate to severe disabilities. Many of the students who attend Gould have severe cognitive delays in addition to significant medical or emotional and behavioral needs that require the intensive service by the restrictive nature of the Gould Educational Center special day classes. For the majority of the students served by Gould academic achievement is measured by the California Alternate Assessment (CAA) and progress on individual IEP goals. MCSOS is a service provider for the nine school districts within Madera County and as students are able to move to a lesser restrictive environment, students are referred back to their district of residence.

Using the Dashboard results and data from our many sites, Gould Educational Center educational partners identified areas for improvement. Staff from the Madera County Superintendent of School, our LEA, were involved in every step of developing the CSI Plan and the LEA’s Local Control and Accountability Plan. The comprehensive school-level needs assessment was facilitated by the LEA, and completed by looking at both state and local school data, survey data, and consultations with stakeholders, including staff and parents.

Our LEA and educational comprehensive needs assessment followed the Improvement Science model, including: an initial goal setting meeting; a deep data dive following the 2019 Dashboard release to better understand our challenges and the systems of cause; and a root cause analysis in order to focus our collaborative efforts and identify drivers.

As mentioned previously, all students served by the Gould Educational Center have an Individualized Education Plan (IEP). IEP teams meet yearly to discuss present levels, progress on goals, new goals, services and placement. Parents are integral members of an IEP team and play a major role in the development of their child's IEP. This open and ongoing communication allows for frequent feedback from parents and guardians.

Educational Partner input has been an important aspect of providing services to our students. The Gould Educational Center established a School Site Council in 2019 to help address the requirements of CSI. The School Site Council will annually review and provide feedback on the SPSA and LCAP.

Additional suggestions were gathered from student and parent empathy surveys that were developed through the CSI Improvement Plan development process. Each of the Program Directors interviewed students and parents soliciting specific feedback on targeted areas. Each of the Program Directors interviewed a selection of students and parents. Parents were contacted via phone and students were interviewed in person. Interviewees were asked to answer a variety of questions about how they feel about their teacher or their child's teacher and how they are supported at school. Parents were asked additional questions about how to increase potential parent involvement and what type of activities they feel would be beneficial at the school for their child. Staff feedback is gathered annually via survey, in addition to monthly meetings with Program Directors.

Based on educational partner feedback, various interventions were identified to address the student outcomes, school climate, and conditions of learning. Those interventions include continued and increased support to new and veteran teachers. In past years, the Gould Educational Center has employed high numbers of new teachers who are teaching on a Short-Term Staff Permit (STSP) or a Provisional Internship Permits (PIP). These teachers are just entering intern programs and therefore are not yet eligible for an Induction Program. In an effort to support and grow these new teachers the Madera County Superintendent of Schools has created a new teacher Professional Learning Coach Program. New teachers are paired with veteran teachers who meet set criteria. These veteran teachers go through an application and interview process prior to being selected and paired with a new teacher. The Professional Learning Coaches receive a $2,000 stipend for the year and work with no more than two new teachers. These Professional Learning Coaches communicate regularly with their new teachers throughout the school year. They also provide opportunities for classroom observations, the new teachers observing in their Professional Learning Coaches classrooms and the Professional Learning Coaches observing in their new teachers' classrooms. Debrief and discussion follow each classroom observation. In addition to the support of the Professional Learning Coach, newly hired teachers also attend an additional day of training prior to the start of the school year. New staff learn about the Madera County Superintendent of Schools and the students served by the Gould Educational Center in addition to various trainings designed to meet the needs of new teachers such as, classroom management, working with instructional assistants, classroom set up and introductory information about Individualized Education Plans (IEPs).

In addition to the Professional Learning Coach Program, teachers are encouraged to attend a variety of professional learning opportunities, such as SELPA sponsored trainings, Diagnostic Center trainings, MCSOS IT Department trainings, and any outside trainings that have been preapproved by administration. Strong teachers provide students with an engaging and rigorous education and professional development allows educators to hone their skills as professionals. The Gould Educational Center provides a wide spectrum of services for students with moderate to severe disabilities. With such a wide variety of services being offered, professional development opportunities may need to look different to meet the various needs of the staff. Teachers are able to attend trainings sponsored by the Special Education Local Plan Area (SELPA), which are local, trainers are brought into work with the Gould Educational Center Staff and staff is able to attend approved outside trainings as well. Professional development strengthens the teaching skills of the staff working with the students in the Special Day Classes.

One of the mandates of an Individualized Education Plan (IEP) is that the student be educated in the least restrictive environment. Staff is always working towards preparing students for the next least restrictive environment, which may be an integrated school site, mainstreaming with typically developing peers or possibly even returning to their district of special education accountability or district of residence. It is important for teachers to be familiar with what environment students are working toward. Understanding the skills students will need to be successful in the next less restrictive environment allows teachers to be even more intentional about goal setting and the creation of teaching opportunities. Classroom observations allow teachers to see the actual environment that their student may entering; this allows them to see how to most appropriately prepare them for their new classroom setting. Teachers also benefit from observing fellow educators who have successful classroom practices. Program Directors are able to set up observations, which allow teachers to learn from their peers. All observations are followed with discussion about what was observed and how they might incorporate those strategies into their own practices as a classroom teacher. Obviously during school closures was unable to visit other classrooms. MCSOS continues to work with the district of residence for students to determine placement and during this time have completed joint assessments and observations of students in the virtual classrooms. Once this type of activities safely becomes an opportunity again, observations will resume. Until then staff will continue to adjust as needed and as they are able to do so.

The Madera County Superintendent of Schools operates programs for students who have met the criteria for special education services in the areas of deaf/hard of hearing. Many of these students have average cognition and are working toward a high school diploma. One student has chosen to participate in the afterschool Upward Bound Program. The Upward Bound Program is designed to increase the student completion of high school and enroll in and graduate from postsecondary education. Sign language interpreters are utilized for these college and career readiness opportunities. This student is currently in his senior year of high school.

The Comprehensive Support and Improvement (CSI) funds will also allow the Madera County Superintendent of Schools to add to the technology that is already in place in the Gould Educational Center classrooms. Using past CSI funds, the Gould Educational Center has increased the amount of technology in the classroom substantially. Classrooms have received iPads and Chromebooks for individual student use. From the 2021-2022 school year the CSI funds were used to increase and upgrade classroom technology as well. Technology plays a major role in education in this ever-increasing digital world and many of the MCSOS classes use an online curriculum designed for students with moderate to severe disabilities. In addition to increasing student engagement and participation, this new technology also allows for new and improved accommodations and modifications for students.

As mentioned previously, the Madera County Superintendent of Schools operates several regional classes for students who are eligible for special education with the qualifier of Emotional Disturbance (ED). Many of these student miss varying amounts of class time due to behavior and sensory regulation needs. When class time is missed, it does not allow the student to participate in lessons and learn key educational concepts, which can be vital to future learning exercises. The students served in the ED classes have already exhausted all resources at their school of residence, and by the time they are referred to the Madera County Superintendent of Schools many have significant learning gaps. These students are still demonstrating the same inability to regulate their emotions and behaviors that caused them to miss instruction in their school of residence. Many of these students do not react to sensory input in the same ways as their typically developing peers, which can result in students needing more sensory input to actively engage in their learning. When sensory needs are significant, it cannot only disrupt their learning, but also the learning of those around them. One of the integrated school sites that houses ED classes has a newly vacated space where a sensory regulation space was created. Instruction continues while students make use of the sensory regulation space. This space has been extremely effective and well used as students have transitioned back to entirely in-person instruction.

MCSOS continues to address the social emotional needs of students in all classes. With the school closures due to COVID-19, additional emphasis has been placed on the social emotional needs of students. Staff have expressed a need for materials to assist them in addressing the social emotional needs of their students. The Second Step Programs build students' social-emotional skills using evidence-based strategies and lessons. The family of programs available through Second Step includes curriculum for children participating in Early Childhood programs through high school programs. Students in Early Childhood programs will learn skills to harness their energy and potential by teaching them how to listen, pay attention, manage their behavior and get along with others. When students learn self-regulation and social-emotional skills taught with Second Step Social-Emotional Learning (SEL), they are ready to successfully participate in the elementary environment. The Second Step program supports the needs of students in the K-5 environment by promoting the students' social, emotional, and academic success. The Second Step program nurtures social-emotional competence and develops foundational learning skills. Once children are middle school students, the Second Step program is designed with middle schoolers in mind. The skills taught in this program are how to handle strong emotions, setting and meeting goals, making good decisions, and forging positive relationships. A successful learner is not measured by academics alone. The Second Step program teaches skills for resolving conflicts, working with others, forming healthy relationships, and making good decisions—so students can be more successful emotionally, socially, and academically. Social, emotional, and cognitive development are interdependent. The Second Step program is a universal social-emotional learning program that has proven to improve daily student attendance and graduation rate for the schools that have implemented the learning programs. MCSOS has already used the Second Step program in various setting and has purchased additional materials to expand the program even further to address student needs. Additional training for staff will be provided as well for these new materials.

As the team worked to identify and describe any resource inequities it was determined that there do not appear to be any resources inequities between the students served by the Madera County Superintendent of Schools. One hundred percent of the students served are students with disabilities and as mandated by the Individuals with Disabilities Education Act (IDEA), all students are afforded a Free and Appropriate Public Education (FAPE) with an Individualized Education Plan (IEP) in the Least Restrictive Environment (LRE). All things necessary for a student to receive educational benefit are provided to students. MCSOS works with the district of residence for each student to provide all that is detailed in each individual IEP.

Monitoring and Evaluating Effectiveness

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

The first goal for the Gould Educational Center School Plan for Student Achievement was to increase the percentage of students who graduated from the Gould Educational Center. The California School Dashboard data continues to show a graduation percentage that falls in the red category. This goal continues to be a challenge for the Madera County Superintendent of Schools (MCSOS). All of the students who attend the Gould Educational Center are students with disabilities. In fact, the students served have moderate to severe disabilities. As with all special education services, the goal is to serve students in the least restrictive environment. While some of the students served by MCSOS have average cognition, those students that have gained the skills necessary to be successful in a lesser restrictive environment are transitioned back to their district of residence. We will continue to use the Dashboard data to evaluate the graduation rate for the Gould Educational Center, however in lieu of official California School Dashboard graduation rate data for 2020, The Madera County Superintendent of Schools used local California Longitudinal Pupil Achievement Data Systems (CALPADS) data to determine a graduation rate of 16.7% for a diploma and 26.7% for a diploma and Certificate of Completion.

When engaging in the comprehensive needs assessment the LEA and stakeholders felt that it was appropriate to add a second goal to target professional development opportunities for Gould instructional staff. The second goal was to provide staff with the skills necessary to increase the rigor of instruction. While previously staff attendance to non-mandatory training was not formally measured, approximately 25% of the instructional staff attended non-mandatory trainings during the 2018-2019 school year. During the 2019-2020 school year 69% of the teaching staff attended non-mandatory professional development opportunities. During the 2020-2021 school year, 64% of the teaching staff attended non-mandatory trainings. This is a slight decrease from the previous year’s data, continues to be an increase over past years. We will continue to monitor staff attendance to non-mandatory trainings and create additional staff surveys specific to professional development.

The first strategy/activity was to provide professional development opportunities for staff. As mentioned previously the Gould Educational Center provides a wide variety of services for students with moderate to severe disabilities. In order to meet the varied needs of the staff, professional development opportunities need to specifically designed to meet the needs of each group. During the 2020-2021 school year presenters were brought in to provide professional development and many teachers attended trainings sponsored by the Special Education Local Plan Area (SELPA) Many of those trainings have no registration fee. Staff also attended approved outside trainings. The funds were to be used for registration or presenter fees, supplies and to pay for substitute teachers. During the 2020-2021 school year staff attended a variety of virtual trainings. Having the opportunity for virtual trainings allowed staff to attend trainings that might not normally be an option. The money that was not spent during the 2019-2020 and 2020-2021 school years will continue to be spend on professional development opportunities. MCSOS continues to offer mandatory trainings as well as non-mandatory trainings.

The second strategy/activity was designed to support new teachers recently hired by the Madera County Superintendent of Schools. In past years, the Gould Educational Center has employed high numbers of new teachers who are teaching on a Short-Term Staff Permit (STSP) or a Provisional Internship Permit (PIP). These teachers are just entering an intern programs and therefore are not yet eligible for an Induction Program. In an effort to support and grow these new teachers the Madera County Superintendent of Schools has created a new teacher Professional Learning Coach Program. New teachers are paired with veteran teachers who meet set criteria. The veteran teachers go through an application and interview process prior to being selected and paired with a new teacher. The Professional Learning Coaches receive a $2,000 stipend for the year and work with no more than two new teachers. These Professional Leaning Coaches are required to communicate with their new teacher at least once per week. They also provide opportunities for classroom observations, the new teachers observing in their Professional Learning Coaches classrooms and the Professional Learning Coaches observing in their new teacher's classrooms. Debrief and discussion follow each classroom observation. In addition to the support of the Professional Learning Coaches newly hired teachers also attend an additional day of training prior to the school year starting. Prior the 2021-2022 school year all new teachers were able to attend an in-person new teacher training. Staff who were new to MCSOS during the 2020-2021 school year were also able to attend the training, which had to be canceled the previous year. During the 2019-2020 and 2020-2021 not all of the proposed expenditures were spent for a variety of reasons. One being that we have fewer new teachers that fit into this category. Over the last few years few new teachers have been needed to fill open positions. We were also unable to provide some of the in-person trainings due to COVID-19 restrictions. Any additional funds will be used in upcoming years.

The third strategy/activity was designed to allow staff time for classroom observations of the lesser restrictive environment that are the goal environment for their students. The Gould Educational Center provides a spectrum of services for students with moderate to severe disabilities. One of the mandates of an Individualized Education Plan (IEP) is that the student be educated in the least restrictive environment. Staff is always working towards preparing students for the next least restrictive environment, which may be an integrated school site, mainstreaming with typically developing peers or possibly even returning to their district of special education accountability or district of residence. It is important for teachers to be familiar with what environment students are working toward. Understanding the skills students will need to be successful in the next less restrictive environment allows teachers to be even more intentional about goal setting and the creation of teaching opportunities. Classroom observations allow teachers to see the actual environment that their student may be entering; this allows them to see how to appropriately prepare them for their new classroom setting. Teachers also benefit from observing fellow educators who have successful classroom practices. Unfortunately, this strategy/activity was not able to be fully implemented. Last year was the first year that the Gould Educational Center was required to write a SPSA so it was approved late in the year. This would not have been a problem and visits were being schedule, but due to school closures they were not made. During the 2020-2021 school year in-person classroom observations continued to be a challenge for staff due to COVID-19 limitations. As restrictions continue to relax, staff were able to start scheduling observations again.

The fourth strategy/activity was to provide additional sign language interpreting services for a student participating in the Upward Bound Program with Madera South High School. This activity implemented after the plan was approved by the board. The Upward Bound Program was continued even after the school closure and the student and interpreter attended through Zoom. The student plans on continuing the program into the 2021-2022 school year. The student is currently in his senior year of high school. This strategy will be evaluated by reviewing the students progress toward meeting graduation requirements and grades as well as student and parent interviews.

The fifth strategy/activity was to purchase additional Chromebooks and iPads to what is already in place in the classroom to provide students with the opportunity to increase their interaction with the curriculum and further engage students. The goal was for students to also become more proficient at using technology for academic and career readiness purposes. The Chromebooks were purchased, but they were not distributed to the classrooms, but to the students directly. Again, this was due to the school closures. In addition to technology for individual student use, classroom technology has also been increased and upgraded to further increase student engagement and provided for additional access to the online curriculum that is used in the moderate to severe special day classes. Staff and student surveys will provide feedback as to the effectiveness of this strategy. For students who are able to participate in district general education classes may also be a source of feedback.

The sixth strategy/activity was the creation of a sensory regulation space for the Emotional Disturbance classrooms located on an integrated school site. Sensory regulation can help students, who have an emotional disturbance, academically in the classroom by helping them control their disruptive behaviors. Learning these self-regulation skills allows the student and the education staff to focus more on their academic deficits. The space would be used for body stabilization equipment, quiet space, light regulators, auditory deregulation tools and gross body movement space. Instruction will continue while students are in the sensory regulation space, which lessens the impact of their behaviors on both their education and the education of their classmates. This sensory space is used regularly now that students have transitioned back to in-person instruction. This strategy will be evaluated by reviewing student behavioral data, suspension and discipline rates, grades as well as student teacher interviews.

MCSOS will also be expanding the use of the Second Step curriculum to address the social-emotional needs of students. This program works to build the social-emotional skills using evidence-based strategies and lessons. The materials have been purchased and are available to all staff. The next step will be to provide additional training for staff, so they are able to use the program to the fullest extent. To assess the effectiveness of this strategy student daily attendance, discipline and suspension date will be reviewed as well as teacher, student and parent feedback.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Gathering Educational partnership input and feedback is a valuable process in the evaluation and development of the LCAP. MCSOS believes this input actively drives this 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 and safety for our community partners, all meetings were held via a Zoom format. 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 that were scheduled as follows:

1/10/22 - All CAES (MCSOS/PTC/MCIA) Staff LCAP Survey sent out by email to support staff, school counselors, instructional assistants, teachers, principals and administrators:
1/18/22-2/5/22 - LCAP Google Survey Window Open - Link sent via ParentSquare to all CAES (MCSOS/PTC/MCIA) parents and students in both English and Spanish.
1/20/22 - MCSOS LCAP Educational Partner Zoom 1 (10:00 – 11:00 a.m.) Attended by Alan Macedo-Program Director, Hugo Sanchez-Program Director, Mrs. Jennifer Clark-ATP Teacher MCSOS, Ms. Bianca Cabello - Business Systems Specialist MCSOS, Mrs. Lori Hamada – MCSOS/Bridges to Leadership Director. Presentation held with student/parent survey results provided.
1/20/22 - MCSOS LCAP Educational Partner Zoom Meeting 2 (1:00 – 2:00 p.m.) – MCSOS/SELPA Attendees: Linda Igoe – Program Director / Bridges to Leadership
Marisa Etheridge – Madera/Mariposa Director of SELPA. Although Special Education does not fall into an unduplicated category, suggestion was made to have Program Director provide students with IEPs to the "students we serve" slide on the LCAP presentation, and added "The LCAP team has done a wonderful job!" Linda Igoe's feedback was "Thank you Alan for a very informative presentation and your passion for our students!"
1/25/22 (10:00 – 11:00 a.m. and 1:00 p.m. – 2:00 p.m.) All CAES (MCSOS/MCIA/PTC) Parent Advisory Committee (PAC) LCAP input Zoom Meeting #1 - Attended by Program Directors Hugo Sanchez and Alan Macedo and Endeavor parent, Ms. Melissa Munoz, parent of RM. Input given: Son wants to graduate early and become a motivational speaker to keep others from following the same pathway. Parent asked about graduation credits as she was contacted by FY/H Liaison, Mrs. E. Rodriguez, AB 2306 and via Parent Square.
2/24/22 - LCAP PAC Meeting 2 (10:00 a.m. – 11:00 a.m.) No PAC Members in attendance
3/24/22 - LCAP PAC Meeting 3 (10:00 a.m. – 11:00 a.m.) No PAC Members in attendance
4/28/22 - LCAP PAC Meeting 4 (10:00 a.m. – 11:00 a.m.) No PAC Members in attendance
5/25/22 - LCAP PAC Meeting 5 (10:00 a.m. – 11:00 a.m.) Presentation to Parent Advisory Committee - No PAC Members in attendance
5/31/22 - MCSOS LCAP Presented to CAES ELAC (2:00 - 3:00 p.m.)

6/14/22 - MCSOS, MCIA, PTC LCAPs Presented to Madera County Board of Education for review
6/21/22 - LCAP (MCSOS, MCIA, PTC) Presented to Madera County Board of Education for approval
https://us02web.zoom.us/j/9308346617?pwd=MW9JOEVtMHBSVDh5WWxST1EyRmlndz09, Meeting ID: 930 834 6617, Passcode: CAES
All CAES (MCSOS/PTC/MCIA) Parent response total =18%
All CAES (MCSOS/PTC/ MCIA) Student responses = 51%

Average of Total Google Survey Responses = 33%

A summary of the feedback provided by specific educational partners.

MCSOS Educational Partner feedback provided very positive themes from input, surveys and ongoing meetings to drive the LCAP process. Common ideas/themes/trends of the feedback included:

1. Educational partners recognize the value of meaningful instruction and academic supports as paramount to student success. Teachers and school staff are encouraging students for academic success, families believe MCSOS programs are meeting the needs of English learners, and MCSOS are preparing students for life beyond high school. Of the results returned, 95.4% of parents strongly agree/agree the school promotes academic success for all students. 92.3% strongly agree/agree that the school is able to meet the needs of its English learners as well as provide information and resources to support student learning at home. Finally, 90.8% of parents strongly strongly agree/agree the school teaches their children the skills they will need to be successful in life and the school has policies in place for teachers to meet and discuss progress and ways to work together to support and improve student achievement. Student feedback provided excellent insight for the LCAP process as 94.3% of students agree/strongly agree their teacher is very knowledgeable in their subject area, 93.6% strongly agree/agree they feel comfortable reading and writing in English, 93.2% strongly agree/agree their teacher encourages them to be successful. 93.1% agree/strongly agree their teachers give them enough time to complete their work and 92.2% of students agree/strongly agree they receive the support they need from their teachers. These responses support the MCSOS Goal 1 and the importance of Endeavor/Voyager students staying on course to graduate and qualify as prepared to be college and career ready. On the CAES staff LCAP survey, staff indicate the following results, which are congruent to the educational partner feedback provided. CAES staff survey results indicated 76.5% of staff members rated high implementation or full implementation toward CAES programs making progress in providing professional learning for the California academic standards and/or curriculum frameworks in English/Language Arts (ELA), 75.8% rated high or full implementation in making progress toward providing professional learning for the California academic standards and/or curriculum frameworks in Mathematics, and 67.6% rated high or full implementation in making progress toward providing professional learning for the California academic standards and/or curriculum frameworks in English Language Development (ELD) (Aligned to ELA Standards). These educational partners' feedback are very closely aligned with one another and provide validation and guidance in the further development of Goal 1.

2. Educational partners recognize greatly the provided resources and services to improve the social-emotional well-being of each student and provide a safe, well-maintained, and conducive learning environment. Parents recognize and value the relationships between home and school. In the analysis and reflection of the survey data, MCSOS staff is assured that parents are highly comfortable with the learning environment for their child. The following feedback strongly supports MCSOS Goal 2: 95.4% of parents strongly agree/agree the school has created a welcoming environment (friendly and helpful) for their child(ren), 95.4% strongly agree/agree their child's school has clean and

well-maintained facilities, 92.3% strongly agree/agree their child feels safe at their school and that the school takes parent concerns seriously. Furthermore, 87.7% of parents strongly agree/agree the staff at their school builds a trusting and respectful relationship, while 86.2% strongly agree/agree the staff at my child's school is interested in their family's culture, language and children's goals. As for students, 94.3% strongly agree/agree their school buildings are clean, 92% strongly agree/agree the staff at my school treats students fairly, 88% strongly agree/agree their school has very clear expectations for student behavior. In addition, 86.2% strongly agree/agree they feel safe at their school, 82.8% strongly agree/agree the staff at my school care about students, and 77.8% strongly agree/agree feel like they are part of their school. On the CAES staff LCAP survey, staff indicated the following results, which are congruent to the educational partner feedback provided. CAES staff survey results indicated 84.5% of staff members rated high or full implementation in making progress toward creating welcoming environments for all families in the community. (Friendly staff members, neat and attractive facilities, etc.), 76.3% rated high or full implementation in making progress toward developing multiple opportunities for school sites to engage in two-way communication between families and instructional staff, and 55.2% rated high or full implementation in making progress toward supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.

3. Educational partners recognized greatly the importance of parent involvement in their child's educational process and the need for parent involvement and increased student engagement. Parents and students positively expressed the effective regular two-way communication between home and school, and the need for parent involvement by developing meaningful partnerships and participation outreach in order to increase student engagement, achievement and social-emotional well-being. Some survey data points that validate this analysis summary include the following: 92.3% strongly agree/agree the school utilizes two-way communication, 86.2% strongly agree/agree the school staff communicates with them on a regular basis, 81.6% strongly agree/agree the school supports and builds capacity of family members to participate in advisory groups like SSC/ELAC/PAC, 81.5% strongly agree/agree the school provides opportunities for input on school policies and programs and seeks input from all represented groups in the community, and 76.9% strongly agree/agree their child's school provides opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate engagement. However, student survey responses provided insightful data on the lack of parent participation with 67.4% of students strongly agree/agree their parents feel welcome at their school, 50.2% strongly agree/agree their teacher speaks to/communicates with the parent/guardian on a regular basis, and 29.7% strongly agree/agree their parents participate in school events. While this data supports the effectiveness of certain aspects of MCSOS actions, parent engagement is a continuous to area of concern, given parent participation of in-person meetings continues to be low. As a case and point, while MCSOS parent survey data is powerful, only one in five parents responded. MCSOS will continue to use ParentSquare as a two-way communication vehicle, continue personal calls to parents, and explore increasing in-person parent engagement opportunities. Parent participation has been a historical problem for MCSOS programs and although ParentSquare has improved two-way communication between school and parents, live communication will still be needed to continue to improve overall parent participation. On the CAES staff LCAP survey, staff indicated the following results, which are congruent to the educational partner feedback provided. CAES staff survey results indicated 76.3% of staff members rated high or full implementation in making progress toward developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families, 63.2% rated high or full implementation for CAES staff’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making for their child's school, 60.5% rate high or full implementation the CAES staff’s progress in providing professional learning and support to instructional staff and principals to improve a school’s capacity to partner with families, and 55.2% rated high or full implementation for CAES staff’s progress in providing opportunities to

have families, instructional staff, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

The data listed below comes from the MCSOS CAES LCAP Survey (Endeavor/Voyager, MCIA, PTC) responses by PARENTS (18%):

1) Parent Survey Responses = 40% PTC Chowchilla. 30.8% PTC Madera, 29.2% MCIA
2) Ethnicity = 60% Hispanic or Latino, 23% White, non-Hispanic, 7.7% Preferred not to state, 5% two or more races, 4.7% American Indian, or Alaska Native
3) 36.9% = Stated they participate in the free and reduced meal program, 33.8% = Stated none, and 29.2% weren't sure.
4) 87.7% strongly agree/agree the staff at their school builds a trusting and respectful relationship
5) 95.4% strongly agree/agree the school has created a welcoming environment (friendly and helpful) for their child (ren)
6) 86.2% strongly agree/agree the staff at my child's school is interested in their family's culture, language and children's goals
7) 92.3% strongly agree/agree the school utilizes two-way communication.
8) 92.3% strongly agree/agree the school provides information and resources to support student learning at home
9) 90.8% strongly agree/agree the school has policies for teachers to meet with families and students to discuss progress and ways to work together to support improved student achievement.
10) 83.1% strongly agree/agree the school helps the family understand and exercise their legal rights to advocate for their child
11) 81.6% strongly agree/agree the school supports and builds capacity of family members to participate in advisory groups like SSC/ELAC/PAC, etc.
12) 81.5% strongly agree/agree the school provides opportunities for input on school policies and programs and seeks input from all represented groups in the community
13) 76.9% strongly agree/agree their child's school provides opportunities to have families, teachers, principals, and district administrators work together to plan, design implement and evaluate engagement.
14) 95.4% strongly agree/agree the school promotes academic success for all students.
15) 92.3% strongly agree/agree the school is able to meet the academic needs of English learners.
16) 90.8% strongly agree/agree the school teaches their child skills that are helpful in life
17) 92.3% strongly agree/agree the school takes parent concerns seriously
18) 86.2% strongly agree/agree the school staff communicates with them on a regular basis
19) 92.3% strongly agree/agree their child feels safe at their school
20) 95.4% strongly agree/agree their child's school has clean and well-maintained facilities
21) 92.3% strongly agree/agree their child's teacher (s) are well qualified to teach
22) 75% of parents participated in School Conferences, 32.3% in Open House and 26% in Back to School Night /New parent orientation
23) 40% 0f parents wanted workshops offered in Homework Assistance, 35% in Technology, 32.3% in Healthy Lifestyles 29% in Math Support and 23% in Social/Emotional Supports.

CAES Survey Responses by STUDENTS (51%)

1) Student survey responses = 34.9% MCIA, 31.4% PTC Madera. 21.1% PTC Chowchilla, 12.6% Endeavor/Voyager (MCSOS)

2) Grade Level 21.1% - 12th, 11th - 17.1%,, 10 -15.4%, 9th -12%, 8th - 7.4%,K - 5.7%, 4th - 5.1%,2nd/6th - 4%, 5th/1st - 2.3%, 3rd - 1.1%
3) Ethnicity = 62.9% Hispanic/Latino, 16.3% White, non-Hispanic, 7.3% America-Indian, 6.7% Two or more races, 7.3% prefer not to answer, Black, African-American 1.7% Asian .6% Middle Eastern .6%
4) Participation in the following programs: 45.7% None, Not sure 29.1%, Designated ELD 17.7%, Free and Reduced 6.3%, Foster Youth 2.3%, Special Education 1.7%
5) 86.2% strongly agree/agree they feel safe at their school
6) 77.8% strongly agree/agree feel like they are part of their school
7) 93.2% strongly agree/agree their teacher encourages them to be successful
8) 93.1% strongly agree/agree their teachers give them enough time to complete their school/homework
9) 65.1% strongly agree/agree they are excited about learning
10) 30.9% strongly agree/agree they would like more help with their school/homework
11) 67.5% strongly agree/agree they are learning life skills at school
12) 50.2% strongly agree/agree their teacher speaks to/communicates with the parent/guardian on a regular basis
13) 29.7% strongly agree/agree their parents participate in school events
14) 94.3% strongly agree/agree their teachers are very knowledgeable in their subject area
15) 91.4% strongly agree/agree their teachers teach them in a way they can understand
16) 56.5% strongly agree/agree they would like to go to a trade/technical school after high school
17) 88% strongly agree/agree their school has very clear expectations for student behavior
18) 82.8% strongly agree/agree the staff at my school care about me
19) 92% strongly agree/agree the staff at my school treats student fairly
20) 94.3% strongly agree/agree their school buildings are clean
21) 67.4% strongly agree/agree their parents feel welcome at their school
22) 74.4% strongly agree/agree they feel happy at their school
23) 92.2% strongly agree/agree they receive the support they need from their teachers
24) 90.3% strongly agree/agree (EL) feel comfortable speaking English in class
25) 93.6% strongly agree/agree feel comfortable reading and/or writing in English
27) 31.4% participate in careers in education, 29.4% child development, 29.4% welding, and 17.6% construction
28) 34.7% not interested in CTE pathways, Interested in 26.3% welding, 20% child development, 18.9% Medical careers, 14.7% Construction/Criminal Justice, 11.6% cosmetology 10.5% culinary arts/hospitality, 7.4% fire-fighting/careers in education, 6.3% digital media/graphic design

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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

1) Juvenile Hall (Endeavor/Voyager) students will stay on track to becoming college and career ready through state adopted standards instructions.
2) MCSOS will provide resources and services to improve the social-emotional well-being of each student and provide a safe environment conducive to learning.
3) Increase parent involvement by developing meaningful partnerships and participation.
4) Facilitate the county-wide coordination of services for the educational success of students in foster care.
5) Coordinate the instruction of Expelled Pupils and facilitate the collaborative process for developing and revising the countywide plan to address the educational services for expelled youth and their transition to district of residence or charter school settings.

Continued aspects of the LCAP influenced by specific educational partnership input:

Goal 1: Juvenile Hall (Endeavor/Voyager) students will stay on track to becoming college and career ready through state adopted standards and instruction.
1) Juvenile Hall students are still not performing academically at grade level and need to be ready for post-graduation options - Goal 1 Action 2, 6, 7, 9, 11
2) Professional Development for staff continuing in the areas of ELA, ELD, and social-emotional learning. Parents and students reported agreeing with statements that the school promotes success for all students and teachers are well qualified to teach students - Goal 1 Action 1, 5 Goal 2 Action 2

Goal 2: MCSOS will provide resources and services to improve the social-emotional well-being of each student and provide a safe environment conducive to learning.
1) Effects of prolonged isolation from family's impact on SEL Goal 2 Action 1, 2, 7
2) Reduce suspension rate and safe classroom environment Goal 2 Action 1, 5, 7

Goal 3: Increase parent involvement by developing meaningful partnerships and participation.
1) Parents not participating in advisory committees Goal 3 Action 3, 4, 5, 6
2) Low participation from EL students' parents Goal 3 Action 6

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

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

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

5) Increased communication and collaboration with Madera County Probation to provide increased services to parents and Juvenile Hall students

Goals and Actions

Goal

Goal #	Description
1	Juvenile Hall (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.

An explanation of why the LEA has developed this goal.

Students are enrolled in Juvenile Hall (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 do not fall behind academically. Based on limited state data resulting from suspension of assessments due to COVID-19, as well as the low numbers of students required to complete the ELPAC, assessment data collected from i-Ready assessments for ELA and Math will allow for monitoring academic progress. Local assessment data, stakeholder consultation, and other collected data identify this goal and subsequent actions as priorities for the Juvenile Hall. Goal 1 is a broad goal focused on improving academic performance for English Learners and SED students, progress monitoring of students academically deficient, and improving instructional practices of all teachers. Endeavor/Voyager will continue to focus on high-quality professional development to increase all teachers' effectiveness in teaching incarcerated youth with varying abilities, challenges and levels of proficiency. Specifically, Goal 1 Action 1 addresses 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 EL 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 transiency 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, the principal, school counselor, teachers and RSP teacher will continue to work closely and communicate often with correctional staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Percentage of teachers and staff attending professional development trainings.	100% of teachers and staff received ongoing professional development of 90 minutes embedded into the weekly instructional schedule throughout school year 20-21. In addition, teachers accessed additional professional development.	100% of teachers attended professional development trainings with CAES colleagues from MCIA and PTC led by MCSOS staff in the areas of Math, SEL and ELD. In addition, Madera County Behavioral Health provided professional learning on Mental Health First Aid.			100% of teachers and staff will participate annually in professional development on California Common Core State Standards in ELA, Mathematics, Social Science, and Science, either through MCSOS or other professional educational organizations
2. Average number of credits earned by credit-deficient students.	For school year 2020-21, 142 incarcerated students earned 586.5 credits for an average of 4.13 credits per student.	For school year 2021-22, 95 incarcerated students earned 525.5 credits for an average of 5.53 credits per student.			Increase the average number of credits earned by credit-deficient students.
3. Number of students completing Individual Graduation Progress Plan and Career Assessment Survey.	Baseline data unavailable due to 2020-21 COVID-19 protocols for incarcerated youth.	Career Assessment survey to be given in Spring 2022. School Counselor meets with all graduating seniors to assist with college matriculation and financial aid applications.			All students who are in Juvenile Hall longer than 15 days will receive an Individual Graduation Progress Plan and a career assessment survey.
4. Percentage of English Learner (EL) reclassifications.	0% of EL students have been reclassified in 2020-21.	Pending ELPAC results from Spring 2022 administration.			10% of EL students will be reclassified annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5. Percentage of students with Instruction and materials aligned with Common Core State Standards (CCSS).	100% of students have access to standards based instruction and instructional materials in 2020-21.	100% of students have access to standards based instruction and instructional materials.			100% of students receive standards based instruction and instructional materials.
6. Distance from Standard (DFS) standard as measured by SBAC.	SBAC data not available for baseline due to minimum cohort requirement of 11 students not met.	Results to be analyzed after SBAC Assessment given in Spring 2022.			Continue to increase SBAC scores annually to meet standard.
7. Number of students graduating with a high school diploma.	3 Students graduated in 2019-20.	In June 2022, 3 Endeavor and 5 Voyager students graduated.			All students fulfilling graduation requirements will receive a high school diploma from Endeavor/Voyager.
8. Number of students receiving academic intervention and supports.	All students with an IEP receive interventions and supports identified on their IEP in 2020-21.	All students with an IEP receive interventions and supports identified on their IEPs.			All students with an IEP will receive interventions identified on their IEP.
9. Percentage of students showing growth on i-Ready assessments in ELA and Math.	Baseline data unavailable due to 2020-21 COVID-19 protocols for incarcerated youth.	As indicated by results from i-Ready diagnostic 2 in January 2022 to Diagnostic 3 in Spring 2022, an increase of 6% of students were on grade level in ELA. No measurable growth indicated in Math from diagnostic 2 to 3 in 2022.			100% of Endeavor/Voyager students will show growth on i-Ready diagnostic assessments in ELA and Math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
10. Number of students screened to qualify for modified graduation track or grade level reclassification.	All 11th and 12th grade students were screened in the 2020-21 school year.	To date, 30 students have been screened. Of those students, 18 were officially placed on an Assembly Bill/Modified Graduation track. Another 7 of the 30 were approved but were not placed on the modified graduation track either because they were released before we were able to do so or their guardian failed to attend the appointment. Of the currently enrolled students, 8 are on an AB graduation track.			All students in 11th and 12th grades will be assessed or screened to determine qualification for grade level reclassification or modified graduation requirements.
11. Number of students enrolled in Career Technical Education (CTE) introductory welding course.	0 students accessed virtual welding course during 2020-21 school year due to COVID-19 protocols for incarcerated youth.	Currently, there are 8 students in the Cadet Academy who are enrolled in the Introduction to Welding course.			The number of students in the Cadet Academy taking virtual welding course will increase annually.
12. Percentage of teachers appropriately credentialed.	100% of teachers are appropriately credentialed in 2020-21.	100% of teachers are appropriately credentialed in 2021-22.			Maintain 100% of teachers being appropriately credentialed.
13. Percentage of teachers trained in	MTSS PD to begin in SY 2022-23	New metric for 2022-23 LCAP.			100% of all teachers trained in MTSS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Multi-Tier Systems of Support (MTSS)					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Professional Development specific to English Learners	Professional development for Endeavor/Voyager is designed to meet the academic, social, and emotional needs of students to maximize academic achievement. Professional development will also focus on identifying and implementing best instructional practices principally directed at meeting the needs of English Learners. Professional development is designed for teachers, administrators, counselors, and other support staff. Teachers are encouraged to seek professional development opportunities or conferences provided by other educational organizations, aside from those provided by MCSOS.	$2,700.00	Yes
1.2	Provide Credit Recovery Options for All Students	Students enrolled in Juvenile Hall come from various districts from Madera and other counties. Furthermore, the majority of students are significantly credit deficient. To help students recover credits needed to fulfill graduation requirements, online courses such as Odysseyware or Edgenuity will be used. Students needing to complete A-G courses and increased CTE offerings will benefit from this option. Teachers and instructional assistants also will be able to provide additional support. Partial credits will be awarded for students who get released prior to the end of the semester. Academic counselor, counseling specialist, and administrators will ensure academic records are obtained and provided in a timely manner.	$231,792.00	No
1.3	Create Individual Progress Plans and Career Assessment Surveys	Academic Counselor will meet with all students in the Cadet Academy, and students enrolled in Endeavor for more than 15 days to complete Individual Progress Plan and Career Assessment Survey. Academic Counselor will also assist graduating high school students with	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		registration at Madera Community College and completion of FAFSA documents.		
1.4	Reclassify EL Students	To support EL students in achieving English Language reclassification, Endeavor/Voyager educational staff will use LAS Links English Language Proficiency Assessments as a local assessment to meet reclassification criteria. LAS Links provides English Learner proficiency results in speaking, listening, reading, and writing domains. An ELPAC score of "4" is required for EL reclassification, along with three other criteria required by the state. The fourth criteria allows for use of local assessments for reclassification. The Program Director (Bilingual Coordinator), along with the academic counselor will review assessment results and consult with teacher. Parental opinion and consultation is also a requirement. 0% of English learners have been reclassified in the last three school years.	$18,494.00	No
1.5	Provide CCSS Curriculum and Materials for SED students	Since 0% of low-income students have demonstrated meeting or exceeding standard on SBAC assessments in ELA or Math, Endeavor/Voyager will provide SED students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science. Materials will include textbooks, StudySync (books and software) and other online software/curriculum. The increased rigor will support academic progress toward proficiency. The most recent California School Dashboard results from 2019 show that 0% of students are at standard or meeting the College/Career Indicator.	$5,000.00	Yes
1.6	Improve academic proficiency of SED Students on SBAC Math and ELA assessments	Based upon 0% proficiency in ELA and Math for SED students, Endeavor/Voyager staff will provide instruction and instructional materials to support SED students' academic growth as measured by SBAC ELA and Math assessments. Summative SBAC assessments	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will be administered by teachers, and results will be disaggregated by administrators, program director, teachers and academic counselors. Since state data may not be available given the small sample size of students required to complete the assessments, i-Ready assessments are used to show academic growth. School year 2021-22 i-Ready 3 summative results indicate 6% of students are on grade level in ELA, and 0% in 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.		
1.7	Maintain students on track for Graduation	Counseling specialist to maintain communication with home districts of all students enrolled in Endeavor/Voyager to ensure appropriate credits are assigned and minimize loss of credits toward graduation. Academic Counselor to facilitate updated Credit Evaluation so that teachers can assign coursework. All students enrolled in Endeavor/Voyager at least 15 days are eligible to earn partial credits, which will be forwarded to home districts upon release. An Aftercare Liaison will assist returning students to home districts for the purposes of reengagement and support through graduation.	$43,177.00	No
1.8	Support students with IEPs	All teachers receive a daily roster of students with IEPs, which allows teachers to make appropriate instructional accommodations for students. In addition, the RSP teacher meets individually or in small groups with all students with IEPs. Regular communication between core academic teachers and RSP teacher ensures identified students are receiving appropriate support. Support for students can be push-in or pull-out to provide additional instructional options.	$500.00	No
1.9	SED students to make academic	As 0% of SED students are meeting or exceeding standard on SBAC assessments for ELA and Math, i-Ready will be used to provide	$26,537.00	Yes

Action #	Title	Description	Total Funds	Contributing
	progress as measured by i-Ready assessments (Includes funding related to Goal 1, Action 6)	individually prescribed lessons to support subskill weaknesses for each student. Teachers will use formative i-Ready assessments and prescriptive lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. The instructional assistant will assist low-performing students with additional support. Additional instructional materials will be purchased to support classroom instruction, as needed. 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. An additional teacher will support low-performing SED students through an additional five periods of weekly math instruction.		
1.10	Modify Graduation Requirements and Grade Level Reclassification, as needed	Academic Counselor to grade level reclassify all qualifying students based on credits earned, as opposed to years in high school. In addition, academic counselors screen students for AB2306 or other appropriate ABs to determine qualification for modified graduation requirements. Upon satisfying requirements for any of the programs, appropriate courses will be assigned, as the graduation requirements may change. Counselor to inform counseling specialist and teachers to ensure records are updated and enrollment in appropriate courses.	$0.00	No
1.11	Increase students completing CTE Introductory Course	In order to increase the number of students enrolled in CTE courses, an Introduction to Welding course will be provided. These virtual welders will allow the CTE instructor to create a live welding scenario in a safe environment.	$27,720.00	Yes
1.12	Maintain low student to teacher ratio	Student to teacher ratio should be 16:1, but during the 2021-22 school year, the ratio was below 7:1. Having an extra teacher allows students to receive increased support from all teachers, since case loads are lower. SED students will improve academic achievement in ELA and Math through the increased support.	$152,806.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Maintain low student to teacher ratio	Student to teacher ratio should be 16:1, but during the 2021-22 school year, Endeavor/Voyager was below 7:1. Having an extra teacher allows students to receive increased individualized support from all teachers, since the student to teacher ration is significantly lower. SED students 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 the teachers. The additional teacher allows students to benefit from increased in-person course offerings.	$137,213.00	Yes
1.14	Retain Highly Effective Teachers	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. MCSOS will also offer competitive salaries to increase teacher retention.	$0.00	No
1.15	Multi-Tiered Support Systems (MTSS) Professional Development	Based on reflections of prior practice, this new metric/action was added for the schoolyear 2022-23. After a needs assessment demonstrated low attendance rates in Powerschool, lack of ELA/Math progress (SBAC/i-Ready) high SEL concerns (parent LCAP surveys), the need for instructional staff trained in Multi-Tier Support Systems (MTSS) is evident for the 2022-23 school year.	$1,800.00	No

Goal Analysis [2021-22]

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

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

The following goal analysis description addresses the substantive differences in planned actions and the actual implementation in goal 1:

Goal 1, action 2 – While MCSOS planned to purchase online curriculum, such as Odysseyware, for credit recovery purposes, no online curriculum was purchased for Endeavor/Voyager for the 2021-22 school year. Due to the ongoing concerns of the COVID-19 Pandemic, the enrollment of incarcerated youth dropped drastically for school year 2020-21 (142 students), and as such, greatly affected Title I Part D funding for school year 2021-22. Because of this low enrollment and greater core curriculum needs, teachers employed other credit recovery options for credit-deficient students.

Goal 1, actions 1 and 4 - MCSOS' goal to reclassify EL students has continued through school year 2021-22 supported by the following actions. Substantive differences in planned actions and implementation include the issues of assessment timing, data tracking and professional development. Endeavor/Voyager students are assessed using LAS Links, during the beginning of each school year. However, due to the high transiency rate (as the average stay for an incarcerated student is 24 days) of EL students entering the program, LAS Links data is one-dimensional in nature due to its short window availability. Therefore, tracking progress for EL students after the initial administration, is difficult to monitor longitudinally in student preparation for the summative ELPAC assessment in Spring.

All other actions from goal 1 were implemented without substantive differences. Below are the successes and challenges of goal 1 implementation:

Successes and challenges in the implementation of Goal 1, action 1, external professional growth for MCSOS staff members. Due to COVID-19 pandemic restrictions during the 2021-22 school year, there were fewer external professional development offerings available for teachers to attend in person. However, a success was the internal professional development provided on a monthly basis from the MCSOS bilingual coordinator for administrators and instructors responsible for effective EL instruction. This network includes teachers and administrators discussing ELD instructional strategies, formative and summative student achievement data analysis and frequent student progress monitoring. MCSOS will continue seeking external professional development opportunities and monthly meetings will be an ongoing ELD support network for teachers.

Successes and challenges in the implementation of Goal 1, action 2, credit recovery or students. For school year 2021-22, the success is that 95 incarcerated students earned 525.5 credits total for an average of 5.53 credits per student. The challenge is that Endeavor/Voyager students average only 24 days in Juvenile Hall; thus creating the challenge to allow students ample time to recover such credits as necessary.

Successes and challenges in the implementation of Goal 1, action 3, the success is the opportunity for an Academic Counselor to meet with all students in the Cadet Academy, and students enrolled in Endeavor for more than 15 days to complete Individual Progress Plan and Career Assessment Survey. An Academic Counselor also assists graduating high school students with registration at Madera Community College and completion of FAFSA documents. The only notable challenge would be if the student is released before a meeting was scheduled or able to take place.

Successes and challenges in the implementation of Goal 1, action 4, reclassification of EL students. A success of this implementation is Endeavor/Voyager students are instructed with the same ELA/ELD standards aligned curriculum as CAES general education students and a Teacher regularly attends the CAES ELD network of planning and sharing best practices. Students are also able to be assessed with initial

LAS Links diagnostics in the Fall and the summative ELPAC assessments in the Spring. Challenges to implementation include students being released prior to the assessment window being open and/or not reaching an ELPAC score of 4.

Successes and challenges in the implementation of Goal 1, action 5, providing Endeavor/Voyager students with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science. A success is materials include textbooks, StudySync (books and software) and other online software/curriculum, which increases rigor and supports academic progress toward proficiency. The challenge (as per most recent California School Dashboard results 2019) show that 0% of students are at standard or meeting the College/Career Indicator.

Successes and challenges in the implementation of Goal 1, action 6, focus on moving achieving proficiency on the ELA/Math sections of SBAC. Success in implementation includes standards-aligned instruction in ELA and Math for all Endeavor/Voyager students and ELA/Math professional growth and training for all Endeavor/Voyager teachers. SBAC results to be released in Summer of 2022.

Successes and challenges in the implementation of Goal 1, action 7, keeping Endeavor/Voyager students on track for graduation. A significant success for this action was the increase in graduates from 3 in 2020-21 to 8 in 2021-22. The challenges remain with students coming to Endeavor/Voyager or returning to district with less credits due to the period of transition and/or incarceration.

Successes and challenges in the implementation of Goal 1, action 8, supporting students with IEPs. Success in implementation includes all students with IEPs are provided services by their RSP teacher in accordance with their IEP.

Successes and challenges in the implementation of Goal 1, action 9, Successes include use of i-Ready to monitor student achievement, students having access to embedded intervention lessons and the ability for teachers to utilize both formative and summative assessments to monitor student growth and achievement. Progress made by Endeavor/Voyager students showed a 6% growth in ELA on i-Ready 3 summative but challenges remain in the area of Math, with a 0% proficiency rating for Endeavor/Voyager students in School Year 2021- 22.

Successes and challenges in the implementation of Goal 1, action 10, modifying graduation requirements and grade-level reclassifications, as needed. Successes include the Academic Counselor being able to review and complete, review and reclassify students who qualify for AB 2306 to reduce the number of credits necessary (Electives) to graduate from 230 to 130. Challenges include student transiency rates that interrupt credit recovery.

Successes and challenges in the implementation of Goal 1, action 11, increasing the number of students completing CTE Introductory courses. Successes include to the accessibility of Endeavor/Voyager students to use the virtual welders to obtain CTE credit, along with A-G grant funded Online Curricula (Edgenuity) to allow students the opportunity to earn CTE credits.

Successes and challenges in the implementation of Goal 1, actions 12 and 13, maintaining a low student to teacher ratio. Success includes Endeavor/Voyager teachers currently average a 7:1 ratio, but are not to exceed 10:1.

Successes and challenges in the implementation of Goal 1, action 14, retaining highly effective teachers. Success includes maintaining 3 full-time employed teachers with no current staffing challenges.

Successes and challenges in the implementation of Goal 1, action 15, Multi-Tiered Support Systems (MTSS) Professional Development. Success includes the roll-out of this program in 2022-23.

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.

The following explains material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual /or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1, action 2 - While the difference of the budgeted expenditures versus actual expenditures for this action differed by only $6,557.00, the budgeted expenditure of $35,000.00 was not used to purchase any online curriculum. Instead, the actual expenditures included nearly all of the $35,000 for increased employee costs. For the reasons stated in Prompt 1, an online curriculum was not purchased.

Goal 1, action 4 - The difference of the budgeted expenditure versus actual expenditure for this action came as a result of having to reduce the contracted time for MCSOS Bilingual Coordinator by $18,494, which was lower than estimated for school year 2021-22. The demand for the Coordinator increased in other areas supported by MCSOS. Also, a second contributing factor to this material difference resulted from LAS Links Assessments purchased using CSI funding instead of using Title I D funds. Both of these changes resulted in the material difference between the Budgeted Expenditure and the Actual Expenditure.

Goal 1, action 9 - The difference of the budgeted expenditure versus actual expenditure for this action resulted from using CSI funds instead of S&C funds for the purchase of i-Ready formative diagnostic assessments. This purchase was made as a three year agreement (2021-22 through 2023-24).

Goal 1, action 11 -The difference of the budgeted expenditure versus actual expenditure for this action resulted from not having to purchase an additional virtual welder package to replace the existing package.

Goal 1, action 12 - The difference of the budgeted expenditure versus actual expenditure for this action resulted from a miscalculation in determining the budgeted expenditure for the cost of this staff member. This miscalculation was realized during the 2022-23 LCAP development process. The estimated actual expenditure is correct after recalculation.

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

The following actions show effective progress toward Goal 1.

Goal 1, action 2 - Although MCSOS did not purchase an online curriculum to support the academic needs of credit-deficient students, teachers employed other approved curriculum materials and resources, including textbooks and supplemental publisher materials, to meet these needs. To date 95 students have earned 525.5 credits toward graduation with the school year ending June 30, 2022.

Goal 1, action 3 - An academic counselor will meet with all students in the Cadet Academy, and students enrolled in Endeavor for more than 15 days to complete Individual Progress Plan and Career Assessment Survey. The Academic Counselor will also assist graduating high school students with registration at Madera Community College and completion of FAFSA documents.

Goal 1, action 4 - Internal professional development is provided on a monthly basis from the MCSOS bilingual coordinator for administrators and instructors responsible for effective EL instruction. This ELD network includes teachers and administrators discussing ELD instructional strategies, formative and summative student achievement data analysis and frequent student progress monitoring. MCSOS will continue seeking external professional development opportunities and monthly meetings will be an ongoing ELD support network for teachers.

Goal 1, action 5 - Endeavor/Voyager students are provided with with high-quality, standards aligned instructional support materials in ELA, Math, ELD, Social Science, and Science. Materials include textbooks, StudySync (books and software) and other online software and curriculum.

Goal 1, actions 6 and 9 - In the school year 2021-22 i-Ready results indicated 0% of Endeavor/Voyager students are on grade level in ELA and Math. Teachers will continue to 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. Professional Development, specific to Math Pedagogy and Content, will continue to be provided to staff in the 2022-23 school year.

Goal 1, actions 7 and 10 - A counseling specialist will continue to maintain communication with home districts of all students enrolled in Endeavor/Voyager, to ensure appropriate credits are assigned, and minimize the loss of credits toward graduation. The academic counselor facilitates updated credit evaluation so that teachers can assign necessary coursework. 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 release. An Aftercare Liaison will assist returning students to home districts for the purposes of reengagement and support through graduation. The academic counselor will reclassify all qualifying students to appropriate grade level, based on credits earned, as opposed to years enrolled in high school. In addition, the academic counselor screens students for AB2306 or other appropriate assembly bills (AB) 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. The counselor will inform the counseling specialist and all teachers to ensure student records are updated and enrollment is made into appropriate courses.

Goal 1, action 8 - All teachers receive a daily roster of students with IEPs, which allows teachers to make appropriate instructional accommodations for students. In addition, the RSP teacher meets individually or in small groups with all students with IEPs. Regular communication between core academic teachers and RSP teacher ensures identified students are receiving appropriate support. Support for students can be push-in or pull-out
to provide additional instructional options.

Goal 1, action 11 - A second opportunity for students to develop CTE skills involves an afterschool program provided by the Madera County Arts Council and facilitated by Madera County Probation department staff members. This grant opportunity is designed to provide students a chance to learn both fine arts and construction skills in an afterschool setting. This program will help students develop further construction skills involving woodworking and welding to design and construct various projects. While funding for arts and construction materials is included in the grant itself, support is needed in procuring commonly used power tools.

Goal 1, actions 12 and 13 - Student to teacher ratio should be 16:1, but during the 2021-22 school year, the ratio was below 7:1. Having an extra teacher allows students to receive increased support from all teachers, since case loads are lower. SED students will improve academic achievement in ELA and Math through the increased support.

Goal 1, action 14 - Professional Development. 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. MCSOS will also offer competitive salaries to increase teacher retention.

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

There were no changes in Goal 1. However, based on reflections of prior practice, the following changes were made to the metrics, desired outcomes and actions:

Goal 1, metric 1 - The metric was changed to include "staff" as well as teachers receiving professional development.

Goal 1, metric 2 - The metric was changed to evaluate the average number of credits earned by incarcerated students while in the Endeavor/Voyager program. Goal 1, action 2 – While the population of incarcerated students has yet to return to pre-pandemic levels, 245 students in 2019-20 and 95 students in 2021-22, credit recovery needs were met by MCSOS teachers in the core instructional areas. However, there were challenges to not having expanded curriculum offerings available through online curriculum platforms. The Edgenuity platform offers students opportunities to access core A – G approved courses, electives courses, and CTE curriculum. MCSOS will purchase Edgenuity online curriculum for school year 2022-23 using A – G Completion Grant funding.

Goal 1, metric 3 - Baseline data was changed to "Baseline data unavailable due to 2020-21 COVID-19 protocols for incarcerated youth."

Goal 1, metric 4 - Baseline was changed to "0% of EL students have been reclassified in 2022-21."

Goal 1, metric 6 - Baseline was changed to "SBAC data not available for baseline due to minimum cohort requirement of 11 students not met."

Goal 1, metric 7 - The metric was changed to "Number of students graduating with a high school diploma." The desired outcome was also changed to, "All students fulfilling graduation requirements will receive a high school diploma from Endeavor/Voyager."

Goal 1, metric 9 - The change was made with the removal of LAS Links as a local indicator, " Percentage of students showing growth on i-Ready assessments in ELA and Math." The baseline was changed to "Baseline data unavailable due 2020-21 COVID-19 protocols for incarcerated youth." The desired outcome was also changed to, "100% of Endeavor/Voyager students will show growth on i-Ready diagnostic assessments in ELA and Math."

Goal 1, metric 10 - The metric was changed to "Number of students screened to quality for modified graduation track or grade-level reclassification." The baseline was changed to "All 11th and 12th grade students were screened in 2020-21 school year." Finally, the outcome was changed to "All students in 11th and 12th grades will be assessed or screened to determine qualification for grade-level reclassification or modified graduation requirements.

Goal 1, metric 11 - The baseline was changed to, "0 students accessed virtual welding course during 2020-21 school year due to COVID-19 protocols for incarcerated youth."

Goal 1, metric 13 - A new metric was added as, "Percentage of teachers trained in Multi-Tier Systems of Support (MTSS) for school year 2022-23."

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.

Goals and Actions

Goal

Goal #	Description
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.

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 MCSOS teachers, administrators and support staff directly affecting students in Endeavor and Voyager. 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 supports, while school counselors provide academic supports in progress toward graduation, transition to home districts, registration for community college, financial aid applications, and/or other post-graduation opportunities. The inclusion of these SEL supports will contribute to progress toward graduation and reduce chronic absenteeism.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Student to teacher ratio.	Student to teacher ratio is 7:1 during 20-21	Student to teacher ratio is 7:1 during 2021-22 SY.			Maintain student to teacher ratio no greater than 12:1.
2. Number of annual presentations to students.	2 presentations were made in school year 2020-21	There were 2 student presentations held in school year 2021-22.			Maintain or increase presentations to students on topics of interest and need.
3. Percentage of Chronic Absenteeism.	0% of students are chronically absent in 2020-21.	0% of students were chronically absent in 2021-22.			Maintain chronic absenteeism rate of 0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. Facilities Inspection Tool (FIT) score.	FIT in October 2020 scored Endeavor/Voyager in "Good Repair"	FIT in October 2021-22 scored Endeavor/Voyager in "Good Repair"			Maintain FIT score of "Good Repair" annually.
5. Suspension rate.	Suspension rate was 2.6% in School year 2020-21 per DataQuest.	Suspension rate was .03% in school year 2021-22.			Suspension rate will be 0% annually.
6. Percentage of students participating in learning opportunities outside of the classroom.	In school year 2019-20, 100% of students participated in extended learning opportunities, outside the classroom which include, but not limited to field trips, essay and poetry contests, and athletic competitions.	In school year 2021-22, 100% of students participated in learning opportunities outside the classroom. These included "Wreaths Across America," Poetry/Essay contest, and a Mushball Tournament.			100% of students will participate in extended learning opportunities outside the classroom.
7. Percentage of students stating a positive school environment.	Spring 2021 LCAP survey states 95% of students feel encouraged to succeed.	CAES student LCAP surveys in Jan. 2022 state 92.3% of students feel encouraged to be successful by school staff.			100% of students will state they are encouraged to succeed.
8. Number of SEL presentations to staff by Madera County Behavioral Health and other agencies.	In school year 2020-21 there were 3 presentations to MCSOS staff.	In school year 2021-22, staff has received 5 SEL professional growth and development trainings.			Increase to at least 6 SEL presentations by the 2023-24 school year.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain a low Teacher to Student Ratio	MCSOS will maintain a low teacher to student ratio to better support students academically, socially, emotionally, and behaviorally. Current ratio is lower than 10:1, allowing students to receive increased academic support from teachers. In addition, an Instructional Assistant provides additional academic support to Unduplicated Students. Program Director maintains communication with Deputy Chief Probation Officer to discuss changes in student enrollment. This Action is addressed in Goal 1, Action 12	$56,564.00	Yes
2.2	Counseling Presentations	Academic 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. "Wreaths Across America" program is also invited to present so that students can support the organization's efforts.	$0.00	No
2.3	Maintain Low Chronic Absenteeism Rate	Students in Endeavor/Voyager have historically high levels of truancy and academic struggles in their districts of residency. All teachers will create a positive learning environment to encourage students to attend class. Although students are incarcerated, they have the option to not attend class. Teachers, academic counselor and Program Director to participate in monthly Treatment Team meetings with corrections staff to learn of issues and supports for students who are struggling with incarceration, which can impact school attendance.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Maintain access to technology	Students in Endeavor/Voyager will have access to curriculum and resources in a cybersafe environment and use technology appropriately. GoGuardian ensures students work on appropriate internet sites only. Students will be better prepared to access online assessments, such as ELPAC and SBAC state assessments, along with local assessments. In addition, online courses will allow students to stay on course to graduate in accordance with home district requirements. In an effort to support student learning and academic proficiency, teachers will have access to upgraded hardware and software, toner and ink cartridges to print student data results. Professional Learning will continue to provide pedagogy and resources for all teachers and students.	$5,200.00	No
2.5	Reduce Suspension Rate	Reduce suspensions by creating opportunities for students to increase connectedness to school. Regular communication with teachers, administrators, and families will help support students' needs. Behavioral concerns will be addressed and communicated 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.	$300.00	No
2.6	Increase Student Participation	Extended learning opportunities, such as 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
2.7	Maintain a Positive Learning Environment	When students feel physically, cognitively, and emotionally safe, they are better able to optimize their learning capacity. ParentSquare allows safe and effective communication between the school and parents. Teachers will teach, model, and practice social-emotional	$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		skills that promote a safe learning environment. After two years of being in the pandemic, academic counselors will provide lessons on a variety of topics that affect social-emotional learning and better equip students to cope with challenges to academic achievement. Academic counselor, RSP teacher and school psychologist to provide services to students to support academic needs and teach skills to cope with difficulties. A small student to teacher ratio also contributes to positive school environment by allowing teachers to develop stronger teacher to student relationships.		
2.8	Increase collaboration with Madera County Department of Behavioral Health (MCDBH)	In order to support the SEL needs of Endeavor/Voyager students, MCSOS will collaborate with MCDBH to provide additional SEL professional development to MCSOS staff. These trainings are free of charge and can be incorporated into regularly scheduled PD time.	$0.00	No

Goal Analysis [2021-22]

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

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

After an analysis of how this goal was carried out in the previous year, there were no substantive differences in planned actions or actual implementations of these actions. Successes and challenges in implementation include:

Goal 2, action 1 - The student to teacher ratio remaining lower than 10:1 is a success of the program.

Goal 2, action 2 - Counselors being able to present or invite presenters to students is a success of the program.

Goal 2, action 3 - The low percentage of chronic absenteeism in the Endeavor/Voyager program is also a success of the program.

Goal 2, action 4 - All students having access to instructional technology, including GoGuardian, i-Ready and LAS Links remains a success as well as all teachers having updated technology and resources.

Goal 2, action 5 - The suspension rate remaining lower than the previous year and the state average continues to be a program success.

Goal 2, action 6 - With the challenge of COVID-19 restrictions, Endeavor/Voyager students were not able to participate in learning opportunities outside of the classroom with the same frequency as pre-COVID conditions.

Goal 2, action 7 - A major success based on LCAP survey results, was the percentage (92.3%) of students indicating they were in a positive school environment and encouraged to be successful.

Goal 2, action 8 - Another major success was the high number of SEL presentations (5 total) provided to CAES staff in 2021-22, by the Madera County Behavioral Health Department and other agencies.

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.

The following explains material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual /or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2, action 1 - The difference of the budgeted expenditure versus actual expenditure for this action resulted due to the budgeted expenditure for the cost of the Instructional Assistant was assumed to be captured in a different action, but it was not. Upon the evaluation of Estimated Actual Expenditures, it was determined the actual expenditure should be noted to Goal 2, action1.

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

The following actions have demonstrated making progress towards reaching goal:

Goal 2, action 1 - The student to teacher ratio has remained lower than 10:1.

Goal 2, action 2 - Counselors were able to present of invite presenters to students annually.

Goal 2, action 3 - The percentage of chronic absenteeism in the Endeavor/Voyager program remains low.

Goal 2, action 4 - All students had access to instructional technology, including GoGuardian, i-Ready and LAS Links. All teachers have updated technology and resources.

Goal 2, action 5 - The suspension rate remains lower than the previous year and the state average.

Goal 2, action 6 - In spite of COVID-19 restrictions, 100% of students of Endeavor/Voyager were able to participate safety in learning opportunities outside of the classroom.

Goal 2, action 7 - Based on LCAP survey results, the percentage of students indicating they were in a positive school environment and encouraged to be successful was 92.3%.

Goal 2, action 8 - There was a significantly high number of SEL presentations (5 total) provided to staff in 2021-22, by Madera County Behavioral Health and other agencies.

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

There were no changes to Goal 2. However, based on reflections made on prior practice, there were changes to the following actions, metrics and desired outcomes.

Goal 2, action 6 - The baseline was changed to, "In school year 2019-20, 100% of students participated in extended learning opportunities, outside the classroom which include, but not limited to field trips, essay and poetry contests, and athletic competitions." The outcome was also changed to, "100% of students will participate in extended learning opportunities outside the classroom."

Goal 2, action 7 - The baseline was changed to, "The Spring 2021 LCAP states 95% of students feel encouraged to succeed."

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.

Goals and Actions

Goal

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

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 program services or consider services that are not 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 MCSOS considers strong partnerships with all parents, particularly parents of English Learners and SED students as vital for students in 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 parent advisory committees (PAC).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Average percentage of Foster Youth caregiver participation in monthly workshops.	Baseline data unavailable due to 2020-21 COVID-19 protocols. To be established in 2021-22.	For the school year 2021-22, the average percentage of Madera County Foster Youth caregivers who participated in monthly caregiver workshops was 4%.			On average, 25% of caregivers/parents will participate in monthly parent workshops.
2. Percentage of caregivers who believe they have the capacity to meet the educational and	Baseline was generated in 2021-22 due to COVID restrictions. 83% of caregivers believe that	Spring, 2022 was the first time caregivers were surveyed for feedback regarding whether they believe			100% of surveyed caregivers believe they have the capacity to meet the educational and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
social-emotional needs of students in foster care (via Annual Caregiver feedback survey).	they have the capacity to meet the educational and social-emotional needs of students in foster care.	they have the capacity to meet the educational and social-emotional needs of students in foster care. 83% of respondents felt that they do have the capacity to support foster youth.			social-emotional needs of students in foster care.
3. Percentage of teachers making PowerSchool log entries.	0% of Teachers made log entries in 2020-21.	100% of Teachers were provided access to Powerschool to log entries in 2021-22			100% of teachers will make log entries into PowerSchool.
4. Percentage of parents attending school events.	0% of parents attended school events or advisory committee meetings in 2020-21.	1% of parents attended a PAC meeting in February 2022.			Increase parent attendance to school events or advisory meetings by 10% annually.
5. Percentage of parents using ParentSquare to communicate with school.	ParentSquare was implemented in 2021-22.	83% of parents are in contact with teachers via ParentSquare texting feature.			Increase percentage of parents using ParentSquare to communicate with school.
6. Percentage of parents of EL and SED students attending Endeavor/Voyager Parent Advisory Committee (PAC) meetings.	0% of parents of EL and SED students attend Parent Advisory Committee (PAC) in 2020-21.	1% of parents attended a PAC meeting in February.			Parent participation for EL and SED students will increase at least 10% annually.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Build CAES Foster and Homeless parent/caregiver capacity to support the educational and social-emotional needs of youth.	Coordinate monthly workshops to inform caregivers about the unique needs of Foster and Homeless Youth. Workshop topics include AB490/McKinney-Vento, overview of resources and support services, trauma informed Strategies for Behavior at Home, Ensuring Healthy Relationships for Youth, Suicide Awareness, Supporting Youth through Early College Awareness and Preparation, the Special Education Process, and Human Trafficking Awareness; Ensure caregiver accessibility by providing virtual opportunities to participate.	$300,781.00	No
3.2	Document Home-School Communication	Documentation of all communication in PowerSchool by teachers on a daily basis for students on their schedule. Administrators, counselors, and other support staff will also log communication with students and parents. Documentation will contribute to effective communication by all staff, especially administrators and academic counselors, while meeting with parents to discuss successes or concerns about their child's academic progress.	$0.00	No
3.3	Endeavor/Voyager School Events	Increase parent participation at school events and informational meetings to support identified needs of families. Voyager hosts Cadet Academy Graduation ceremonies throughout the year and parents will be invited to attend. Parents can attend athletic competitions or academic competitions as well. 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.	$200.00	No
3.4	Parents Attending School Events	Program Director to work with correctional staff to make accommodations for school/student related meetings to be held on-site to increase parent attendance. Input from families will help establish informational meeting topics of interest to provide families	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
3.5	Promote School Communication with Families	ParentSquare, which allows for two-way communication between school and home, and phone calls for school events will be used to contact all families. All communication will be translated to families' preferred languages, currently English and Spanish. Translations of announcements and documents through ParentSquare will also provide opportunities for parents to provide feedback through surveys distributed through ParentSquare.	$0.00	No
3.6	Increase feedback from EL Parents	MCSOS will increase participation of EL parents through personal invitations via phone calls from administrators, academic counselors, or other support staff. Parent consultation and feedback meetings for the purpose of EL reclassification will also provide opportunities for parents to provide feedback. ParentSquare translates communications to the language of EL students' parents. Administrator, academic counselor, instructional assistant and support staff are Spanish-speaking, which is the primary language of more than 99% of EL students enrolled in Endeavor/Voyager.	$0.00	No

Goal Analysis [2021-22]

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

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

An analysis of how this goal was carried out in the previous year A description of any substantive differences in planned actions and actual implementation of these actions: There were no substantive difference in the planning or implementation of this goal. Monthly county-wide workshops were coordinated and provided to inform caregivers about the unique needs of Foster Youth. Workshop topics included AB490/Resources and Supports Overview, 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. Child care and translation services were provided during each workshop to ensure access to workshops. 83% of caregivers who responded to a survey believe that they have the capacity to meet the educational and social-emotional needs of students in foster care. Monthly workshops will continue during the 2022-2023 school year. Topics and guest speakers will be identified through caregiver survey feedback. Challenges and successes in the implementation of Goal 3 include:

Goal 3, action 1 - Success in this action lies in the growth in progress of higher participation being made this year with positive survey results at 83% of caregivers believing that they have the capacity to support the educational and social-emotional needs of students in foster care. The challenge continues to rest in the number of responses returned on Parent Square and the decline of participation in a virtual format coming out of COVID restriction protocols.

Goal 3, action 2 - Challenges in this implementation include the daily use of PowerSchool by Endeavor/Voyager teachers. Success is these teachers will utilize for the 2022-23.

Goal 3, action 3 - This action proved successful in the attendance of parents to celebratory ceremonies. The challenge continues to be the number of parents involved in PAC/SSC/ELAC and all other educational partners.

Goal 3, action 4 - This action holds challenges in the number and % of parents attending school events. This continues to be an issue and is being addressed by increased advertisement and communication to attend.

Goal 3, action 5 - This action was deemed successful as 83% of parents are in contact with teachers via the ParentSquare texting feature. The challenge remains in the follow-up of attending school activities/events.

Goal 3, action 6 - This action is deemed unsuccessful as there was only a 1% increase towards reaching the goal. All communication is provided for EL parents in Spanish on ParentSquare and all surveys were sent out in Spanish as well. Communication will continue for EL parents in Spanish on ParentSquare, phone calls for events, and staff available to translate for meetings, IEPs, etc.

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.

The following explains material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual /or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3, action 1 - The the difference of the budgeted expenditure versus actual expenditure for this action resulted from Change due to cost overestimation (high)

Goal 3, action 6 - The difference of the budgeted expenditure versus actual expenditure for this action came as a result of having the actual expenditure of this action included in Goal 1, action 4.

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

The following actions were deemed effective in making progress towards the goal:

Goal 3, action 1 - This action was determined effective as the program is coming out of COVID restriction protocols. Progress in participation is being made.

Goal 3, action 2 - This action was deemed effective in making progress towards the goal. 83% of caregivers who responded to a caregiver feedback survey believe that they have the capacity to support the educational and social-emotional needs of students in foster care.

Goal 3, action 3 - The action was deemed not effective by the LEA, but making progress towards reaching the goal. Increased parent involvement will be the target focus of the 2022-23 school year.

Goal 3, action 4 - This action was deemed not effective as there was only a 1% increase towards reaching the goal. COVID-19, communication strands.

Goal 3, action 5 - This action was deemed effective as 83% of parents are in contact with teachers via the ParentSquare texting feature. Feedback from
an Endeavor/Voyager parent stating

Goal 3, action 6 - This action was deemed not effective as there was only a 1% increase towards reaching the goal. However, all communication is provided for EL parents in Spanish on ParentSquare, all surveys were sent out in Spanish as well. Communication will continue for EL parents in Spanish on ParentSquare, phone calls for events, and staff available to translate for meetings, IEPs, etc.

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

There were no changes to Goal 3. However, based on reflections made from prior practices, the following changes were made to metrics, actions or desired outcomes:

Goal 3, metric 1 - The metric was changed from tracking a number to tracking a percentage to ensure congruity between metric and desired outcome. The baseline was changed to, "Baseline data unavailable due to 2020-21 COVID-19 protocols."

Goal 3, metric 2 - There is no change in the metric. Baseline was changed to 2021-22 school year due to COVID restrictions in 2020-21.

Goal 3, metric 3 - The metric was changed to, "Percentage of teachers making PowerSchool log entries." The baseline was also changed to, "0% of teachers made log entries in 2020-21." The 1-year progress indicator was changed to, "100% of Teachers were provided access to Powerschool for logging parent contacts." Finally, the desired outcome was changed to, "100% of teachers will make log entries into PowerSchool."

Goal 3, metric 5 - The metric was changed to, "Percentage of parents using ParentSquare to communicate with school." The baseline was also changed to, "ParentSquare was implemented in 2021-22." The desired outcome was changed to "Increase percentage of parents using ParentSquare to communicate with school."

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.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The educational outcomes of students in foster care continue to be of concern not only statewide, but, locally as well. A low percentage of students in foster care graduate from high school, and, although most Foster Youth say they want to go to college, very few do. Of those who enroll in a post-secondary program, very few successfully complete. Additionally, students in foster care often change placements, impacting their academic and social-emotional success and well-being. Students 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 stakeholders with information about the unique needs of Foster Youth, trainings, and support to develop their capacity to advocate for and support this group of youth is critical for the stability and success off our students in foster care. The Foster Youth Services Coordinating Program 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. An annual LEA feedback survey will measure whether liaisons/LEAs feel they have the knowledge and tools to best support foster youth academically and social-emotionally. 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 such as tutoring, 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. Making Foster Youth enrollment/mobility tools accessible such as the Foster Focus database will facilitate the monitoring of students in care as potential changes in placement occur. The completion 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) will ensure that a consistent system and process is used. 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, case management, grade level transition services, work experience, and student workshops, students in foster care have the opportunity to participate in activities that will help them become college and career ready and informed about post-secondary options. They will learn about the paths necessary to take based on their individual interests. Additionally, monthly caregiver workshops will 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. An annual caregiver survey will measure whether they feel they have the capacity to meet the social and academic needs of all foster youth.

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 stakeholder, 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	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Percentage of LEA/district liaisons who feel they have the capacity to meet the academic and social-emotional needs of Foster Youth in their district (via Annual LEA feedback survey)	Survey to be conducted in Spring 2022 due to COVID-19.	Survey conducted April, 2022. 100% of LEA/district liaisons responded that they feel they have the capacity to meet the academic and social-emotional needs of foster youth in their district. Half of the respondents indicated, however, that they would like additional support including: *increased awareness of community resources			100% of district liaisons feel they have the capacity to meet the academic and social-emotional needs of Foster Youth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*more professional development *assistance to provide case management services for students *assistance to coordinate post-secondary preparation activities/events			
2. School stability rate (as measured in DataQuest)	52.6% of Madera County Foster Youth were determined to have a stable enrollment during the academic year. (2018-2019 CDE DataQuest Report)	LEA has begun tracking mobility using the new CDE Dataquest Stability Rate tool. 2020-2021 CDE DataQuest Report indicates that 60.2% of Madera County Foster Youth had stable enrollment during the academic year.			70% of Madera County Foster Youth will be identified as having a stable enrollment during the academic year.
3. Number of Educational Partner professional development and training opportunities provided in areas relevant to Foster Youth.	8 professional development and training opportunities provided in 2019-20 and included in Foster Youth Services Coordinating Program (FYSCP) EOY Report data.	9 Professional Development workshops have been offered: *AB 490 Overview *How to Support the Positive Social-Emotional Well-Being of your Child *Support Youth Through Early College			The number of professional development/training opportunities for liaisons and other stakeholders will be maintained or increased.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Awareness and Preparation *Ensuring Healthy Relationships for Your Child *Human Trafficking Awareness *The Special Education Process *Trauma Informed Strategies for Behavior at Home (offered twice) *Suicide Awareness.			
4. Development and sharing of best practices for immediate enrollment, school stability, engagement, grade/credit protection, and grade level transition support services.	Best practices in the identified areas have not been collected.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.			Best practices for immediate enrollment, school stability, engagement, grade/credit protection, and grade level transition support services will be developed and disseminated to all district liaisons and relevant community educational partners.
5. Number of Foster Youth served through case management services.	120 Foster Youth served in 2019-20.	170 students were served in the FY program during the 2021-2022 school year.			Maintain of increase the number of Foster Youth that will be served through case management services.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. Number of liaisons who utilize the Foster Focus Database to track school mobility.	3 liaisons utilized Foster Focus Database in 2019-20.	4 liaisons are currently utilizing the Foster Focus database to track changes in school placement among foster youth. 5 of the 9 district liaisons have started using the new CDE Dataquest stability tool.			All district liaisons will utilize the Foster Focus database to track school mobility/stability.
7. Number of college visits and other student event/activity opportunities.	9 college visits and student events/activities held in 2019-20.	*2 Field trips have been held at the Fresno Chaffee Zoo and CSU Fresno - November 22 and November 23, 2021. *1 post-secondary preparation workshop held on September 30, 2021. *3 Senior support workshops held on October 7 ,November 18, 2021 and February 24, 2022. *Annual College and Career Fair held on March 4, 2022. *Digital Arts Workshop Series held Spring, 2022 (5 sessions)			Opportunities to visit colleges and to participate in various student events/activities will be available for all Foster Youth in grades 1st-12th grade. Provide 10 opportunities per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*Field trip to CSU, Monterey Bay and the Monterey Bay Aquarium held on April 12, 2022.			
8. Number of youth that participate in the Skills4Success work experience program.	12 youth participated in work experience program.	8 youth participated in work experience during the 2021-22 school year.			Maintain or increase the number of work experience opportunities for Foster Youth.
9. Number of students who participate in the annual College and Career Fair.	34 students participated in annual fair held in 2018-19 school year.	59 students participated in the 2022 College and Career Fair (R.I.S.E. Conference).			Maintain or increase the number of Foster Youth grades 7th-12th grade that will participate in the annual College and Career Fair.
10. Percentage of seniors who participate in the Senior Support Workshop Series.	No prior data. Baseline will be established 2021-22	25% of Seniors participated in Senior Support Workshops. 25% will serve as the baseline.			100% of seniors interested in completing the community college matriculation process will participate in the Senior Support Workshop Series.
11. Development and dissemination of best practices to ensure access to college/career readiness courses and services (i.e. summer school, credit	Best practices in the identified areas have not been collected	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is			Best practices to ensure access to college/career readiness courses and services (i.e. summer school, credit recovery, dual enrollment, A-G and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
recovery, dual enrollment, A-G and CTE courses, etc.)		currently addressed in another metric.			CTE courses, etc.) will be developed and disseminated to all liaisons and pertinent school staff.
12. Percentage of youth that participate in grade level transition and SEL activities.	No prior data. Baseline will be established during the 2022-2023 school year as 2021-2022 will be used to research and gather best practices for the identification of services/activities.	Planning of grade level services is scheduled for Spring/Summer 2022.			100% of Foster Youth identified for SEL support will participate in SEL activities; 100% of Foster Youth in K, 6th, 8th, and 12th grades will receive grade level transition support.
13.Number of trauma-informed professional development and training opportunities.	4 trauma-informed professional development and training opportunities in 2019-20.	2 trauma-informed professional development and trainings were held in 2021-22.			Maintain or increase the number of trauma-informed trainings and professional development opportunities for liaisons and other school staff
14. Gathering and sharing of SEL resources with stakeholders	SEL resources have not been compiled.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.			SEL resources will be gathered and regularly shared with stakeholders and will be maintained/updated as necessary.
15. Development and sharing of best	Best practices on how to increase Foster	This metric has been discontinued due to			Best practices on how to increase Foster

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
practices to increase Foster Youth access to school-based SEL resources and interventions.	Youth access to school-based SEL resources and interventions have not been compiled	educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.			Youth access to school-based SEL resources and interventions will be gathered and shared with liaisons and other pertinent school staff regularly and as requested.
16. Gathering and sharing of best practices/evidence-based mentoring programs.	Best practices/evidence-based mentoring programs have not been compiled.	This metric has been discontinued due to educational partner feedback stating that this metric is not accurately measurable and is currently addressed in another metric.			Best practices in mentoring and evidence-based mentoring program options will be gathered and shared with LEAs; support will be provided as requested for the development and implementation of local programs, services or activities
17. Percentage of youth that participate in mentoring activities.	No prior data. Baseline will be established during the 2022-2023 SY as 2021-2022 will be used to research and gather best practices/evidence-based program information for the identification of services/activities.	Research and gathering of best practices/evidence-based programs will take place Summer, 2022.			100% of Foster Youth identified for mentoring will participate in mentoring activities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
18. Average number of caregivers attending monthly workshops.	Average number of caregiver attendance in monthly workshops is 21 participants in 2019-20.	An average of 6 caregivers attended monthly workshops during the 2021-2022 school year.			Maintain or increase average number of attendance for caregivers that will participate in monthly parent workshops.
19. Percentage of caregivers who believe they have the capacity to meet the educational and social-emotional needs of students in foster care (via Annual Caregiver feedback survey).	To be established Fall 2021.	100% of caregivers who responded to the feedback survey indicated that they feel they have the capacity to meet the educational and social-emotional needs of students in foster care. However, 75% of respondents indicated that they feel they need additional information/support regarding strategies on how to talk with their children about healthy relationships. Additionally, half of respondents indicated they would like more strategies to better support the academic success of their child as well as more information about the special education process.			100% of surveyed caregivers believe they have the capacity to meet the educational and social-emotional needs of students in foster care.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
20. Average number of students who participate in quarterly College & Career Readiness Workshops.	Average of 12 students participated in quarterly College & Career Readiness Workshops.	Average of 10 students participated in quarterly College & Career Readiness Workshops in 2021-22.			Maintain or increase the average of Foster Youth in grades 7th-12th that will participate in quarterly College and Career Workshops.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Build LEA capacity to support the educational needs of Foster Youth.	Provide professional development and training opportunities to LEAs in areas relevant to foster youth; gather and share best practices for immediate enrollment, school stability, youth engagement, grade/credit protection, engagement in extracurricular activities, etc.; Assist LEAs to review policies and practices in areas that impact foster youth (i.e. discipline, attendance, behavior, enrollment); gather and share grade-level transition support best practices and provide LEA assistance to implement transition support services; provide case management support and academic/tutorial support as requested; continue facilitating monthly Executive Advisory Council meetings.	$2,000.00	No
4.2	Ensure school stability by minimizing changes in school placement if in the best interest of the youth.	Provide accessibility and training on Foster Focus (a Foster Youth database) to all liaisons to help monitor school mobility. Facilitate the completion and implementation of a county-wide interagency agreement that includes a best-interest determination check-list and a school of origin transportation plan and provide relevant stakeholders with training/overview of the agreement; develop and share best practices to increase school stability and provide staff training to implement school stability; continue facilitating monthly Executive Advisory Council meetings where educational partners are able to discuss individual youth and work to ensure the best school placement option.	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Develop and coordinate college and career readiness and awareness support services and activities.	Develop and share best practices to ensure access to summer school, credit recovery, dual enrollment, A-G and CTE enrollment, academic counseling, etc.; develop and provide support for grade level transition services; provide support for work experience opportunities; coordinate and facilitate post-secondary preparation support services and activities; provide case management support; coordinate college visits and other student event opportunities; coordinate and facilitate monthly caregiver workshops to ensure post-secondary preparation knowledge; coordinate and facilitate an annual College and Career Fair; coordinate and facilitate Senior Support workshops; coordinate other academic/social-emotional enrichment activities.	$45,800.00	No
4.4	Build LEA capacity to support the social-emotional needs of Foster Youth.	Ensure staff working with Foster Youth have adequate knowledge, trauma-informed training, and resources to meet the SEL needs of Foster Youth; gather and share best practices on ways to increase access to and participation in available school-based SEL resources and intervention systems and extra-curricular activities; assist to review policies/practices to ensure Foster Youth experiencing school discipline receive priority access to positive behavior supports, Pupil Services counseling, mental health services, and other positive behavior modification services; Provide assistance for case managers; research, gather and share best practices in mentoring programs and share with LEAs; support LEAs to develop and implement local mentoring programs as needed.	$15,000.00	No
4.5	Build caregiver capacity to support the educational and social-emotional needs of Foster Youth.	Coordinate monthly workshops to inform caregivers about the unique needs of Foster Youth. Workshop topics include AB490, Overview of Resources and Support Services, Trauma Informed Strategies for Behavior at Home, Ensuring Healthy Relationships for Youth, Suicide Awareness, Supporting Youth through Early College Awareness and Preparation, the Special Education Process, and Human Trafficking	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		Awareness; Ensure caregiver accessibility by providing virtual opportunities to participate.		

Goal Analysis [2021-22]

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

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

The county-wide coordination of services for the educational success of students in foster care continued during the 2021-2022 school year. In order to develop local education agency (LEA) capacity to support the educational success of foster youth, various professional development and training opportunities were made available to LEAs including an ongoing virtual training series covering an array of topics and supporting local stakeholders to participate in various professional development opportunities. Virtual trainings included the following topics: AB490 Overview, Meeting the High School Needs of Foster Youth, Foster Youth and School Stability, Foster Youth and Financial Aid, Foster Youth and the LCAP, and Foster Focus and Data Collection. In addition, monthly Foster Youth Services Coordinating Program Advisory Council (FYSCP EAC) meetings were held beginning in August through May. Council meetings provide a venue in which LEA partners and other local stakeholders receive legislative updates, learn about county wide foster youth and caregiver opportunities such as college field trips, student conferences and events, and caregiver workshops as well as learn about bests practices for immediate enrollment, school stability, and grade/credit protection. Professional development opportunities for LEA stakeholders include participation in the California Association of Supervisors of Child Welfare and Attendance (CASCWA) State Conference and the Foster Youth Education Summit. Also, in order to support LEAs with the educational success of foster youth, tutorial support was implemented spring, 2022 for students in K-12 grades. Students will be able to obtain additional academic support in core academic areas, including English Language Arts, math, history, science In order to ensure school stability among foster youth (when in their best interest), a county-wide school stability/transportation interagency agreement was completed and finalized spring, 2022. Stakeholders in this agreement include the nine local LEAs, the Madera County Superintendent of Schools, and the Madera County Department of Social Services. A best interest determination checklist for determining best school placement options is included in the agreement. Through the virtual training series and other professional development opportunities indicated above, information regarding best practices to ensure school stability has been made available. Time during monthly FYSCP EAC meetings has also been allotted for professional development areas of interest, including school stability. Additionally, the training “Foster Youth and School Stability” was conducted December, 2021. Finally, participation in Child Family Team (CFT) meetings, hosted by the placement agency, ensures that school of origin / school stability is the priority when a child’s placement changes. Also, participation in After Care Team Meetings (ATMs) ensures foster youth pending release from the juvenile detention facility and their guardian understand the school placement options they are entitled to, based on their best interest.

The coordination of college and career readiness support services and activities continued through the development and implementation of quarterly College and Career Readiness workshops for middle and high school foster youth. Students learned about high school graduation requirements, A-G college entrance requirements, the California systems of higher education and participated in career exploration activities. In addition, an annual College and Career Fair was held spring, 2022 where students learned about careers in health, education, and law enforcement. Students also learned about career technical education careers and learned about the different colleges in California. Additionally, Seniors had the opportunity for additional support to complete the on-line community college matriculation process as well as the Free Application for Federal Student Aid (FAFSA) through participation in a virtual Senior Support Workshop Series. Monthly Parent Connection Workshops ensured that parents received information on foster youth education rights under AB490 (immediate enrollment, school of origin, etc.) and AB167 (credit/graduation protection) as well as on how to best advocate for the education of foster youth. Caregivers learned about post-secondary options, the California systems of higher education and about educational milestones in middle school foundations (i.e. ensuring youth meet with a school counselor, seek tutoring, explore careers), high school transitions (i.e. maintain regular attendance, see a school counselor, explore careers through electives, enroll in A-G, go on college tours) and in career exploration and academic preparation (i.e. take a career assessment, take the PSAT/SAT, register for dual enrollment classes, join an academic enrichment program such as AVID). Caregivers also learned about financial support opportunities including the Free Application for Federal Student Aid, loans, scholarships, and grants. Also, case management support ensured that student's academic and social-emotional needs were identified and referrals made. In addition, through case management of students, transcript audits were conducted to identify students on track to graduate as well as those who are not on track. Also, youth in 11th or 12th grade were screened for AB167/216 (modified graduation requirements), thereby ensuring timely graduation for many youth in foster care. Finally, foster youth had the opportunity to participate in work experience opportunities through a collaboration with the Workforce Development Skills4Success Program. In addition to the development of college and career awareness, the FYSCP began work to build LEA capacity to support the social-emotional needs of foster youth. Workshops on trauma and the brain were held spring, 2022. School staff and caregivers learned about how trauma impacts the development and behavior of children. They also learned strategies to work with children in the home and in the classroom. Additional trauma training for partners and local stakeholders is planned for the upcoming school year. In addition, FYSCP staff will research mentoring programs in the spring and will share findings with LEAs. Support to develop and implement local mentoring programs will be provided as requested. Finally, FYSCP EAC members understand the importance of developing relationships with foster youth and have prioritized the development of on-going youth meetings focused on understanding trauma that will be developed and plan to be implemented fall, 2022. Finally, monthly Parent Connection meetings were held to build caregiver capacity to support the educational and social-emotional needs of foster youth. The following workshops were held: AB490 Overview / Resources Round Up, How to Support the Positive Social-Emotional Well-Being of Your Child, Supporting Youth Through Early College Awareness and Preparation, Ensuring Healthy Relationships for Your Child, The Special Education Process, Trauma Informed Strategies for Behavior at Home, and Suicide Awareness.

Goal 4, action 1, Challenges and Successes - The on-going facilitation of monthly Executive Advisory Council meetings and the high participation rate among district liaisons and community partners/stakeholders has helped in the success of this goal. Additionally, the Virtual Training Series for partners and stakeholders has been instrumental in ensuring local partners have the information required to ensure the educational needs of foster youth are met. The implementation of tutorial services has also been a success this year as it is something that has never been done. Also, providing case management services ensures that foster youth's educational and social-emotional needs are identified and met. While tutorial support is now being offered, it has been challenging to increase the number of families/students taking advantage of this opportunity. Additionally, the review of policies and practices related to foster youth were not reviewed this year and are scheduled for review during the upcoming school year. Likewise, providing grade level transition support services is planned for the upcoming school year.

Goal 4, action 2, Challenges and Successes -The biggest success in the area of school stability this year was the finalization of a county-wide transportation plan that includes a checklist to ensure the best interest of students. All nine school district superintendents and the director of social services signed the agreement that ensures foster youth remain in their school of origin when a change in placement occurs if it is in their best interest. It also outlines how additional transportation costs will be paid for. Another success in this area would be the inclusion of training topics during monthly Executive Advisory Council meetings. School stability has been a common topic of discussion among district liaisons and other stakeholders. Having a regular venue during which to share and discuss this information is critical to ensure that foster you have advocates for their school stability. While training and a plan are in place, the biggest challenge this year has been a shortage of school personnel to to physically provide transportation when needed to foster youth remaining in their school of origin.

Goal 4, action 3, Challenges and Successes - One of the successes this year was the development and implementation of the R.I.S.E. Youth Conference for foster youth in middle and high school. 60 students participated in this college/career awareness event. While work experience opportunities, quarterly college/career readiness workshops, and senior support workshops were offered, student participation was challenging both in person and virtually. Monthly parent workshops were also held to ensure post-secondary preparation knowledge, but participation was also challenging. The development and sharing of best practices to ensure access to summer school, credit recovery, dual enrollment, A-G and CTE enrollment, academic counseling, etc. in addition to providing support for grade level transition services is scheduled to take place during the upcoming school year. Another challenge that we continued to have this year were COVID-related restrictions regarding college visits. In person college visits are planned to resume in the coming school year.

Goal 4, action 4, Challenges and Successes - An area of strength the FYSCP had in helping LEAs meet the social-emotional needs of foster youth were the various professional development opportunities offered. The FYSCP ensured LEAs were familiar with and had the opportunity to attend various trainings and conferences. Additionally, on-going trainings were available as requested. The increased coordination of trauma-informed trainings and resources to meet the SEL needs of foster youth is a priority for the upcoming school year to ensure staff working with Foster Youth have adequate knowledge and skills to meet these needs. Additionally, gathering and sharing of best practices in mentoring programs is also a priority for the upcoming school year.

Goal 4, action 5, Challenges and Successes -The Foster Parent Connection Workshop Series has been a service that we have implemented over the past ten years to ensure that caregivers have the capacity to support the educational and social-emotional needs of foster youth. This year, topics covered included: AB490/Overview of Resources and Support Services, Trauma Informed Strategies for Behavior at Home, Ensuring Healthy Relationships for Youth, Suicide Awareness, Supporting Youth through Early College Awareness and Preparation, the Special Education Process, and Human Trafficking Awareness; A significant challenge this year has been caregiver engagement, in person and virtually.

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.

There were no material differences.

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

Overall, the selected actions were effective in making progress toward the goal. Surveys to measure the extent to which LEA/district liaisons as well as caregivers feel they have the capacity to meet the academic and social-emotional needs of foster youth are planned for spring, 2022. Various professional development and training opportunities have been provided, however, ensuring liaisons and caregivers have the information and support needed to guarantee the academic and social-emotional success of foster youth. Work to decrease the mobility rate among foster youth is showing progress. With the increased awareness of the importance of school stability as a result of various professional development and training opportunities and ongoing EAC discussions, the school stability rate among foster youth has increased during the past year. Per DataQuest, the stability rate for foster youth during the 2019-2020 school year was 52.7%. During the 2020-2021 school year, the rate increased to 60.2%. With the recent completion of the countywide transportation/school stability interagency agreement, we anticipate that the school stability rate will continue to increase. In addition, more district liaisons have began using the Foster Focus student database system which is a tool that can be used to track changes in school placement/mobility at the local level. Additionally, the increase of professional development and training opportunities in various areas relevant to foster youth ensure the coordination of services for foster youth by helping liaisons and stakeholders understand the unique needs of foster youth, helping to identify strategies and services to address these needs and helping to develop a support system where LEAs and community agencies work together in support of foster youth. In addition, ongoing monthly Executive Advisory Council meetings also serve as a venue through which activities, events, and services are planned and delivered and offers a place for discussion for leveraging resources. Also, ongoing advisory council meeting provide a place to conduct focus groups in order to determine gaps and service delivery and provide a venue to share information related to immediate enrollment, school stability, engagement, grade/credit protection, and grade level transition support.

The coordination of college and career readiness and post-secondary preparation services have also been prioritized. Through a collaborative effort between local LEAs, the Madera County Superintendent of Schools, the Madera Community College, and various community agencies, an annual college and career fair (R.I.S.E. Youth Conference) was held spring, 2022. 59 students learned about careers in education, law enforcement, and medicine as well as learned about career technical education careers. Seniors also had the opportunity to participate in a Senior Support Workshop Series to ensure the completion of the community college matriculation process. While only 25% of seniors participated in these workshops, the FYSCP ensured that LEAs and community partners worked with seniors to confirm that students completed this process. Also, through a partnership with the Skills4Success Program, students had the opportunity to participate in work experience. Quarterly College & Career Readiness workshops were also coordinated with LEAs to ensure that students participated in career exploration and post-secondary preparation informational workshops. While it is a goal to increase the total number of foster youth who participate in these workshops, the partnership between the FYSCP, LEAs and placing agencies will guarantee that these opportunities continue while we work collaboratively to increase participation. Planning and delivering monthly Parent Connection Workshops is another collaborative project where the FYSCP, local LEAs, and the Madera County Department of Social Services work to identify topics of interest and provide workshops focused on these topics. Workshop presenters from local community partners including Madera County Behavioral Health, Madera County Public Health, Madera County Superintendent of Schools, and local LEAs work together to provide workshop presenters and leverage local resources (i.e. child care, food, translators) for our resource families. During the upcoming school year, social-emotional (SEL) support services will be prioritized. Through partnerships with the local Court Appointed Special Advocates (CASA), LEAs, and Madera County Behavioral Health, SEL services and supports will be planned and implemented.

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

There will be no changes to goal 4. However, based on reflections on prior practice, the following changes were made to the following metrics, outcomes and actions for the coming year:

Goal 4, metric 1 - The baseline was changed to, "Survey to be conducted in Spring 2022 due to COVID-19."

Goal 4, metric 4, 11, 14, 15 and 16 have been discontinued due to educational partner feedback stating the metrics are not accurately measurable and are actions currently addressed in other metrics.

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.

Goals and Actions

Goal

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

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.Madera County Student Expulsion Rate	Madera County currently has a 0.13% expulsion rate	2020-21 had a .01% expulsion rate of students from Madera County.			Maintain or reduce the expulsion rate annually.
2. Annual Meeting	Plan approved for 2021-2024 cycle.	3-year meeting was held in Spring of 2022.			MCSOS will facilitate annual meetings to review, monitor, and discuss impact and effectiveness of plan.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Triennial Meetings	MCSOS will provide personnel for full cooperation to oversee and monitor the Expelled Youth Plan and lead the process on a triennial	$12,328.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
5.2	Annual Reviews	Annual review and monitoring of Expelled Youth Plan to ensure implementation and identify possible gaps, along with effective strategies for serving expelled youth. All efforts will be made to effectively support expelled students to return to district of residence by satisfactorily meeting the stipulations of the expulsion.	$200.00	No

Goal Analysis [2021-22]

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

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

Goal 5, action 1 - The substantive difference for this action in creating the triennial plan for Countywide Expelled Youth Services is that the action listed in goal 5 action 1 actually occurred and was completed during school year 2020-21, not school year 2021-22. As this plan is also a 3-year document, it coincides at the same pace as the MCSOS LCAP, thus, the success in this action is Year 1 of the plan execution occurred during school year 2021-22. The attainable challenge is this action was listed as a placeholder for future action to occur during the 2023-24 school year. Goal 5, action 2 success in the plan to monitor expelled youth has been initiated. Goal 5, action 2, success is in the annual review and monitoring its expelled youth through the plan to ensure implementation and identify possible gaps, along with effective strategies for serving expelled youth.

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.

Goal 5, action 1 - The difference of the budgeted expenditure versus actual expenditure for this action was not a material difference given that this action should have been a no-cost item. The expenditure of $15,685 dollars was actually spent during school year 2020-21 which is the year the plan was written and approved. For school year 2022-23, this action will be a no cost action.

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

Goal 5, action 1 - The action of coordinating the plan review, analysis, and drafting the new plan for the new plan cycle of school year 2021-24 was effective. The executive director oversaw this process working together with representatives of the nine school districts that make up

Madera County. Representatives from each of the districts were able to provide valuable input via Zoom meetings given COVID-19 Pandemic and subsequent safety protocols. Representatives provided feedback as to the previous plan's effectiveness for Expelled Youth. This feedback also informed all representatives on how best to modify, change, or continue services during the next plan cycle to best service expelled students. Representatives will continue plan review during the plan application phase for future successes, challenges, and necessary modifications to serving Madera County expelled youth.

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

Goal 5, action 1 – An analysis of this action yielded that the action must be kept for the purpose of the MCSOS LCAP, however, for next school year the action would be a no cost item. The Countywide Expelled Youth Plan will not require a triennial update until school year 2023-24, at which time, a cost would be attached to the action for the executive director's time overseeing the coordination of the plan review, analysis, and drafting the new plan for the new plan cycle of school year 2024-27.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
201,954	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
53.68%	18.92%	$73,864.75	72.60%

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

Required Descriptions

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

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of the unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified needs. All actions were developed using a careful analysis of data and input from our educational partners. These contributing actions are principally directed toward the unduplicated student population to help them be effective in improving student academic performance and fulfill the identified needs of our unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is directed toward the unduplicated student population and effective in helping close equity and performance gaps, and meet the goals of MCSOS. MCSOS incorporated the language required by 5 CCR Section 15496 into the description of each specific actions language because each response is unique and specific to each contributing action in this plan. MCSOS's intention in doing this is to increase transparency for all educational partners when reading this "living action plan" so they can better understand the rationale behind each unique LEA-wide action. These actions and services are being performed on an LEA-wide basis in order to increased their overall efficiency and effectiveness. As described in the LCAP instructions, MCSOS has ensured funds are principally directed toward Unduplicated Pupils and are effective in meeting their needs as addressed within the goals and actions of this plan. Using the calculation tool provided by the state, MCSOS will receive $201,954 in Supplemental and Concentration funding from the Local Control Funding Formula.

From educational partner input, survey data and considering the specific needs, conditions and circumstances of incarcerated students, Goal 1 Actions 3, 4, and 6 from the 2017- 20 MCSOS LCAP have continued or contributed to Goal 1 Actions 1, 5, 6 and 9 for the 2021-24 LCAP. These actions are principally directed to increase academic achievement and proficiency for incarcerated students. Additionally, by increasing the number of teachers to reduce class size/student-to-teacher ratio and using improved instructional practices along with standards-based instructional materials, will directly contribute to achieving goal 1. In addition, the MCSOS 2017-20 LCAP Goal 2 Action 6 continued in the current LCAP through Goal 1 Action 13, and Goal 2 Actions 7 and 8. According to Madera County Behavior health specialist, the mental health implications resulting from the COVID-19 pandemic will be seen for many years and can manifest through behaviors. The isolation of individuals, particularly incarcerated students, will require increased attention to supporting social-emotional needs in order to effectively improve their academic achievement.

After assessing the needs, conditions, and circumstances of our low-income Endeavor/Voyager students, 94% of Juvenile Hall students are at least two years below current grade level in ELA and 100% in Mathematics, based on i-Ready Diagnostic 3. These incarcerated youth arrive at Endeavor/Voyager at very low performing levels as they have traditionally been students who have struggled throughout their academic careers with high transiency rates, credit deficiencies, low academic performance and high recidivism. In order to address this these unique needs of our low-income students, we will continue to implement and refine our current intervention program that is designed to address some of the major causes of low academic performance, including individual learning plans such as the i-Ready pathway program, as well as a school a positive school climate that emphasizes importance of student achievement. Goal 1, actions 1, 5, 6 and 9 focus on academic achievement for students resources as well as a districtwide educational campaign to support these students. These actions are being provided on an LEA-wide basis and we expect/hope that all students below grade level to make growth by as measured credits recovered and increase in i-Ready and SBAC scores. However, because of the significantly lower performance rare of our low-income students, and because the actions meet needs most associated with the periods of incarceration, potential lack of at home and experiences of a socio-economically disadvantaged status, we expect that the levels of academic proficiency for our low-income students will increase significantly more than the average proficiency rate of all other students. MCSOS also references available research on learning loss, which indicates that "Preliminary COVID slide estimates suggest students returned in the Fall of 2021 with roughly 70% of the learning gains in reading relative to a typical school year. However, in Mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." (NWEA, Collaborative for Student Growth, April, 2020)

Goal 1, action 1 - 0% of Endeavor/Voyager students have been reclassified as Redesignated Fluent English Proficient. To meet the unique learning needs of these unduplicated pupils with high transiency and low academic performance levels. To address these unique needs, professional development will continue to be provided to all staff in the content areas of ELD, ELA and mathematics. Hattie (2003) indicates that the teacher effectiveness has the greatest effect size on student learning. To increase teacher effectiveness, MCSOS will provide ongoing professional development that is: 1) planned over time, sustained, rigorous and embedded within the context of the school; 2) Uses data to directly link to the school goals; 3) Is evidence-based and data driven both to guide improvement and measure impact; and 4) Is differentiated and ensures an intensive focus on the teaching/learning relationship. Keeping in mind that 100% of Endeavor/Voyager students are 38% EL students, a practice of continued and responsive professional development provided by county office curriculum and instruction content specialists and site leaders will inform and address the needs of Endeavor/Voyager's EL population. This focused professional development will help address Goal 1 by improving instructional practices through sustained trainings grounded in the current standards and frameworks, which will lead to greater achievement in mathematics and improved graduation rates. Growth and achievement will be measured through local assessments such as LAS Links (measured by number of students below grade level) and on CAASPP data collected on the CA Dashboard (measured by growth toward standard). This action will be measured for success as indicated by ELPAC scores, redesignations, growth on the LAS Links diagnostics, and i-Ready ELA assessments, will be administered three times throughout the year.

Goal 1, Action 5 - After assessing the needs, conditions, and circumstances of Endeavor/Voyager SED students, initial enrollment into the Endeavor/Voyager program reveals that nearly 100% are credit deficient. To meet the unique learning needs of these unduplicated pupils with high transiency and low academic performance levels, high-quality standards aligned instructional support and materials in ELA, Math, ELD, Social Science, and science are provided for these students. Materials include textbooks, StudySync (books and software), and other online software/curriculum, including Odysseyware. According to Hattie, a good effect size is 0.4, and having effective curriculum, along with quality professional development for teachers has a greater effect size. This action is measured for success by increased scores on i-Ready diagnostics, which will be administered three times throughout the year and assessments results from SBAC and ELPAC data.

Goal 1, Action 6 - After assessing the needs, conditions, and circumstances of Endeavor/Voyager SED students, 0% of all this group is on grade level and proficient in ELA and Math as measured by SBAC. To address the unique needs of this group, staff will provide instruction and instructional materials to support SED students' academic growth as measured by SBAC ELA and Math assessments. This includes the MyPath individualized lessons prescribed by i-Ready data. This action will be measured for success by increased growth scores on i-Ready diagnostics and summative assessments, which will be administered three times throughout the year.

Goal 1, Action 9 - After assessing the needs, conditions, and circumstances of Endeavor/Voyager SED students, i-Ready Diagnostic 3 (Spring 2022) data showed that 94% of Endeavor/Voyager students are at least two years below their current grade level in ELA and 100% are at least two grade level or more below in Math. To address these unique needs and support these students, teachers will use formative i-Ready assessments and prescriptive MyPath lessons to help students become more academically proficient. Teachers will assign i-Ready lessons as part of the required classwork to support learning and increase academic proficiency. The instructional assistant will assist low-performing students with additional support. Additional instructional time will be provided to support these students through an additional 5 periods of weekly Math instruction. This action will be measured for success as indicated by improvement on scores on i-Ready Math and ELA assessments, which will be administered three times throughout the year.

Goal 1, Action 11 - 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. This action will be measured for success as indicated by enrollment and completion rates.

Goal 1, Actions 12 and 13 - After assessing the needs, conditions, and circumstances of Endeavor/Voyager SED students, research shows students have greater access to individualized academic support from a teacher, given the smaller class sizes. In addition, an Instructional Assistant is available to provide additional support to struggling students. In a policy brief from D.W. Schanzenbach (2014), the author states that "Smaller classes are particularly effective at raising achievement levels of low income and minority children." With 100% of Juvenile Hall students qualified as SED (low income) and 90% of students being minority students, this will help students progress and achieve in making progress toward graduation. Student to teacher ratio should be 16:1, but during the 2020-21 school year, Endeavor / Voyager was below 8:1. SED students will improve academic achievement in ELA and Math through this increased support. The additional teacher allows students to benefit from increased in-person course offerings. This action is measured by student survey results, increase in academic performance and credit recovery.

Goal 2, Action 6 - After assessing the needs, conditions, and circumstances of Endeavor/Voyager SED students, Endeavor/Voyager students lack the same enrichment experiences as their middle and upper class peers and supported by research from James Banks. The suggestion is "schools should provide all students with opportunities to participate in extra-and cocurricular activities that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships." With 100% of Endeavor/Voyager students qualifying as SED, these opportunities are vital to addressing learning gaps. As COVID-19 restrictions release in 2022, MCSOS will provide several external learning opportunities that include in person and virtual trips; invite guest presenters on a variety of topics; provide experiences in career exploration, SEL, and college experiences. The metric for this action would be the percentage of students participating in external learning opportunities through school. The participation rate will increase by 5% a year for this plan. Based on stakeholder feedback and the research provided above, this carryover action item from the prior LCAP is focused on the continuing need of Juvenile Hall's SED students to increase their collective experiences. With the COVID-19 pandemic postponing the external learning opportunities, this action was not immediately effective since few opportunities were provided. This action will be measured for success as indicated by percentage of students participating in extended learning opportunities outside the classroom.

Goal 2, Actions 7 and 8 - Based on data from educational partner survey data, the needs, conditions, and circumstances of Endeavor/Voyager SED students, indicate that 92% of students feel to be successful by school staff.

In a 2020 survey done by the Kaiser Family Foundation, young adults report the greatest percentage (56% of respondents) of anxiety and depressive disorders. Mental Health care facilitators report having doubled psychological evaluations in minors since the pandemic began. The 2021-22 school year was a challenge regarding the social-emotional well being of SED students who arrived in person in Fall 2021. However Endeavor/Voyager students remained in Juvenile Hall the duration of COVID. To address this for the school year 2022-23, MCSOS will continue to consult with the local county behavioral health department to provide professional development for staff to help identify students under duress. This will assist staff in making informed notifications to the school psychologist for support and resources. A Mental health focus for related concerns are substance use and abuse (Ingoglia, 2020), anxiety and depression, suicide and prevention, anger and grief management, and access to counseling to overcome these issues will need to be included. During the COVID-19 pandemic, MCSOS increased collaboration with Madera County Behavioral Health to have their mental health specialists provide trauma-informed professional development to all MCSOS staff to provide awareness, training, and offer services for students and families in Madera County. MCSOS plans to use Madera County Behavioral Health services at their site until the number of students in need are great enough to potentially work with students on site. This action does support reducing student drop out rates by helping meet their variety of needs and directly relates to the focus of Goal 2 by ensuring opportunities to provide for the social-emotional needs of Endeavor/Voyager students and staff. When students feel physically, cognitively, and emotionally safe, they are better able to optimize their learning capacity. ParentSquare allows safe and effective communication between the school and students or parents. Teachers will teach, model, and practice social-emotional skills that promote a safe learning environment. Academic counselors will provide lessons on a variety of topics that affect social-emotional learning and better equip students to cope with challenges of academic achievement. An Academic counselor, RSP teacher and school psychologist will provide services to students to support academic needs and teach skills to cope with difficulties. A small student to teacher ratio also contributes to a positive school environment by allowing teachers to develop stronger teacher to student relationships. This action will be measured by the number of students that received from site support or were principally directed towards services provided outside of MCSOS. School climate surveys administered each spring will reflect the percentage of how students feel and if they are safe and supported emotionally, physically, and academically.

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

Madera County Superintendent of Schools provides a basic instructional program designed to provide learning opportunities for all students. However, the MCSOS's budget of $12,488,070 in LCFF base funding constrains the services MCSOS is able to provide. After examining the needs of our unduplicated students, MCSOS uses its LCFF supplemental and concentration (S/C) funds of $201.954 and other resources to provide the additional actions and services as described above. For example, in order to promote increased attendance, decreased chronic absenteeism, lower suspension rates, increase graduation rates, and improve academic outcomes for our high-needs students, MCSOS used Supplemental and Concentration funds to hire another teacher, increase time for a school counselor, provide more staff professional development for ELA, Math and SEL, as well as introducing CTE offerings for all students in the Endeavor/Voyager program. Increasing access to a school counselor provides students with frequent academic counseling, social-emotional support and access to services.

All increased/improved services are LEA-Wide initiatives aimed at increasing success for all students, by using strategies principally directed to improve the educational outcomes of unduplicated students These actions and services would not be provided, or increased and/or improved to the degree to which they are available to our high-needs students without the availability of the S/C funds.

While all students may receive some of the services, the actions/services described in this section are principally directed at increasing or improving services and outcomes for unduplicated students. We believe no action provides a disproportionate increase or improvement in services for students not included in the unduplicated student groups. The percentage of all increased/improved services for high-needs students is equal to or exceeds the 50.53% noted at the top of this section. If the entire S/C amount is budgeted for contributing services, include that amount as part of the narrative. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, MCSOS has increased or improved services by at least the percentage calculated above as compared to the services provided for all students.

In determining the need for increased services for MCSOS's Unduplicated Pupils (socio-economically disadvantaged, English learners, foster youth), MCSOS examined valuable data for objective indicators of academic risk. Assessments given in the Spring of 2021 indicated that MCSOS unduplicated students were performing at rates far below the state level. In addition, the most recent local data from i-Ready for English Language Arts and mathematics was used, along with educational partner feedback and input. These criteria were the primary consideration in determining students' needs, actions for effective instruction for unduplicated student groups. These ongoing achievement and results are monitored and reported internally and with stakeholders to ensure the focus and determination of effectiveness remains centered on the outcomes for these students.

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.

N/A - MCSOS did not receive additional Supplemental and Concentration grant funds.

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	Endeavor/Voyager
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Endeavor/Voyager

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non personnel
Totals	$546,991.00	$109,120.00	$102,283.00	$340,718.00	$1,099,112.00	$894,411.00	$204,701.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	**1.1**	Teacher Professional Development specific to English Learners	Low Income	$2,000.00			$700.00	$2,700.00
1	**1.2**	Provide Credit Recovery Options for All Students	All	$172,331.00	$30,600.00		$28,861.00	$231,792.00
1	**1.3**	Create Individual Progress Plans and Career Assessment Surveys	All					$0.00
1	**1.4**	Reclassify EL Students	All				$18,494.00	$18,494.00
1	**1.5**	Provide CCSS Curriculum and Materials for SED students	Low Income	$5,000.00				$5,000.00
1	**1.6**	Improve academic proficiency of SED Students on SBAC Math and ELA assessments	Low Income					$0.00
1	**1.7**	Maintain students on track for Graduation	All	$43,177.00				$43,177.00
1	**1.8**	Support students with IEPs	Students with Disabilities	$500.00				$500.00
1	**1.9**	SED students to make academic progress as measured by i-Ready assessments (Includes funding	Low Income	$26,537.00				$26,537.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		related to Goal 1, Action 6)						
1	1.10	Modify Graduation Requirements and Grade Level Reclassification, as needed	All					$0.00
1	1.11	Increase students completing CTE Introductory Course	English Learners Foster Youth Low Income	$27,720.00				$27,720.00
1	1.12	Maintain low student to teacher ratio	English Learners Foster Youth Low Income	$76,403.00			$76,403.00	$152,806.00
1	1.13	Maintain low student to teacher ratio	English Learners Foster Youth Low Income	$137,213.00				$137,213.00
1	1.14	Retain Highly Effective Teachers	All					$0.00
1	1.15	Multi-Tiered Support Systems (MTSS) Professional Development	All				$1,800.00	$1,800.00
2	2.1	Maintain a low Teacher to Student Ratio	English Learners Low Income	$28,282.00			$28,282.00	$56,564.00
2	2.2	Counseling Presentations	All					$0.00
2	2.3	Maintain Low Chronic Absenteeism Rate	All	$1,000.00				$1,000.00
2	2.4	Maintain access to technology	All	$4,000.00			$1,200.00	$5,200.00
2	2.5	Reduce Suspension Rate	All	$300.00				$300.00
2	2.6	Increase Student Participation	Low Income	$1,000.00				$1,000.00
2	2.7	Maintain a Positive Learning Environment	Low Income	$9,000.00				$9,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8		All					
3	3.1		All					
3	3.2		All					
3	3.3		All					
3	3.4		All					
3	3.5		All					
3	3.6		All					
4	4.1		All					
4	4.2		All					
4	4.3		All					
4	4.4		All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			All					
			All					
			All					

2022-23 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
376,210	201,954	53.68%	18.92%	72.60%	$313,155.00	0.00%	83.24 %	**Total:**	$313,155.00
								LEA-wide Total:	$313,155.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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	**1.1**	Teacher Professional Development specific to English Learners	Yes	LEA-wide	Low Income	All Schools	$2,000.00	
1	**1.5**	Provide CCSS Curriculum and Materials for SED students	Yes	LEA-wide	Low Income	All Schools	$5,000.00	
1	**1.6**	Improve academic proficiency of SED Students on SBAC Math and ELA assessments	Yes	LEA-wide	Low Income	All Schools		
1	**1.9**	SED students to make academic progress as measured by i-Ready assessments (Includes funding related to Goal 1, Action 6)	Yes	LEA-wide	Low Income	All Schools	$26,537.00	
1	**1.11**	Increase students completing CTE Introductory Course	Yes	LEA-wide	English Learners Foster Youth Low Income		$27,720.00	

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	1.12	Maintain low student to teacher ratio	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1			Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2			Yes	LEA-wide	English Learners Low Income	All Schools		
2			Yes	LEA-wide	Low Income	All Schools		
2		Maintain a Positive Learning Environment	Yes	LEA-wide	Low Income	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$978,404.00	$909,233.00

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**	Teacher Professional Development specific to English Learners	Yes	$4,500.00	$489.00
1	**1.2**	Provide Credit Recovery Options for All Students	No	$241,365.00	$247,922.00
1	**1.3**	Create Individual Progress Plans and Career Assessment Surveys	No	$0.00	$0.00
1	**1.4**	Reclassify EL Students	No	$40,334.00	$23,663.00
1	**1.5**	Provide CCSS Curriculum and Materials for SED students	Yes	$5,000.00	$6,301.00
1	**1.6**	Improve academic proficiency of SED Students on SBAC Math and ELA assessments	No	$3,730.00	$3,730.00
1	**1.7**	Maintain students on track for Graduation	No	$1,000.00	$266.00
1	**1.8**	Support students with IEPs	No	$4,590.00	$0.00
1	**1.9**	SED students to make academic progress as measured by i-Ready assessments (Includes funding related to Goal 1, Action 6)	Yes	$25,277.00	$0.00

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	1.10	Modify Graduation Requirements and Grade Level Reclassification, as needed	No	$0.00	$0.00
1	1.11	Increase students completing CTE Introductory Course	No	$39,433.00	$19,100.00
1	1.12	Maintain low student to teacher ratio	No	$129,522.00	$150,399.00
1	1.13	Maintain low student to teacher ratio	Yes	$119,276.00	$120,206.00
1	1.14	Retain Highly Effective Teachers	No	$1,500.00	$489.00
2	2.1	Maintain a low Teacher to Student Ratio	Yes	$0.00	$51,925.00
2	2.2	Counseling Presentations	No	$0.00	$0.00
2	2.3	Maintain Chronic Absenteeism Rate	No	$500.00	$120.00
2	2.4	Maintain access to technology	No	$4,700.00	$0.00
2	2.5	Reduce Suspension Rate	No	$3,500.00	$180.00
2	2.6	Increase Student Participation	Yes	$1,000.00	$120.00
2	2.7	Maintain a Positive Learning Environment	Yes	$7,260.00	$8,925.00
2	2.8	Increase collaboration with Madera County Department of Behavioral Health (MCDBH)	Yes	$0.00	$0.00

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)
3	3.1	Build CAES Foster and Homeless parent/caregiver capacity to support the educational and social-emotional needs of youth.	No	$273,445.00	$254,712.00
3	3.2	Document Home-School Communication	No	$0.00	$0.00
3	3.3	Endeavor/Voyager School Events	No	$200.00	$0.00
3	3.4	Parents Attending School Events	No	$0.00	$0.00
3	3.5	Promote School Communication with Families	No	$0.00	$0.00
3	3.6	Increase feedback from EL Parents	No	$28,987.00	$0.00
4	4.1	Build LEA capacity to support the educational needs of Foster Youth.	No	$2,000.00	$7,058.00
4	4.2	Ensure school stability by minimizing changes in school placement if in the best interest of the youth.	No	$9,000.00	$1,500.00
4	4.3	Develop and coordinate college and career readiness and awareness support services and activities.	No	$10,800.00	$2,800.00
4	4.4	Build LEA capacity to support the social-emotional needs of Foster Youth.	No	$5,000.00	$0.00
4	4.5	Build caregiver capacity to support the educational and social-emotional needs of Foster Youth.	No	$800.00	$600.00
5	5.1	Triennial Meetings	No	$15,685.00	$8,728.00
5	5.2	Annual Reviews	No	$0.00	$0.00

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)

2021-22 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)
209,417	$134,536.00	$135,552.25	($1,016.25)	0.00%	0.00%	0.00%

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	1.1	Teacher Professional Development specific to English Learners	Yes	$2,000.00	0		
1	1.5	Provide CCSS Curriculum and Materials for SED students	Yes	$5,000.00	$6,301.25		
1	1.9	SED students to make academic progress as measured by i-Ready assessments (Includes funding related to Goal 1, Action 6)	Yes		0		
1	1.13	Maintain low student to teacher ratio	Yes	$119,276.00	$120,206		
2	2.1	Maintain a low Teacher to Student Ratio	Yes		0		
2	2.6	Increase Student Participation	Yes	$1,000.00	$120		
2	2.7	Maintain a Positive Learning Environment	Yes	$7,260.00	$8,925		
2	2.8	Increase collaboration with Madera County Department of Behavioral Health (MCDBH)	Yes				

2021-22 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)
390,427	209,417	0	53.64%	$135,552.25	0.00%	34.72%	$73,864.75	18.92%

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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to 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 should 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 should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides 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 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.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: 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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **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 of 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 + 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).

California Department of Education
January 2022

CAES Parent LCAP Survey 2022

Questions Responses 65 Settings

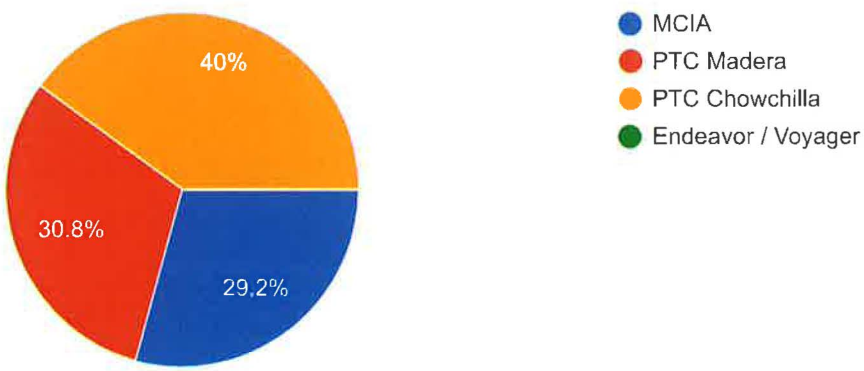
65 responses

Accepting responses

Summary Question Individual

1. My Child attends the following school:

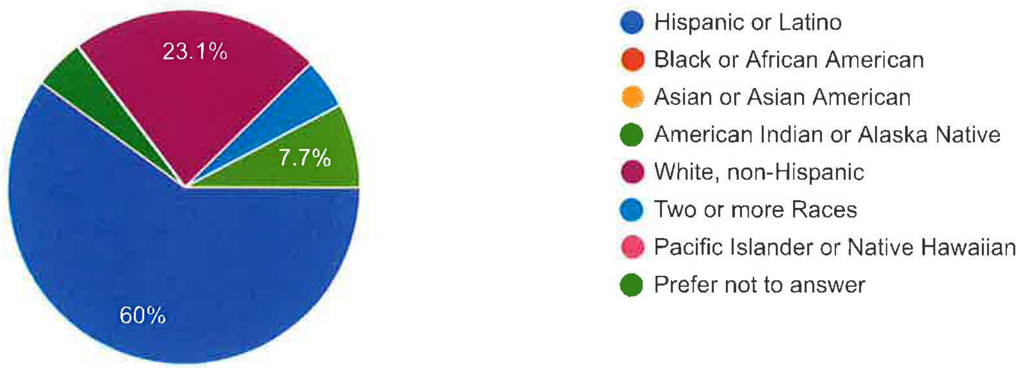
65 responses



Demographics

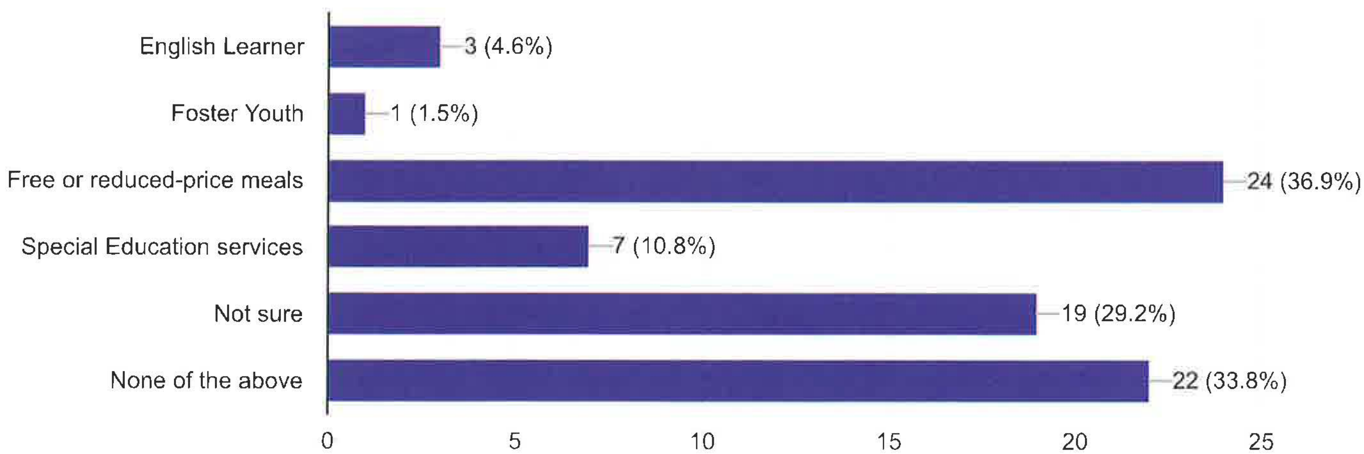
2. I identify most closely with the following:

65 responses



3. My child or children at this school participate in the following programs:

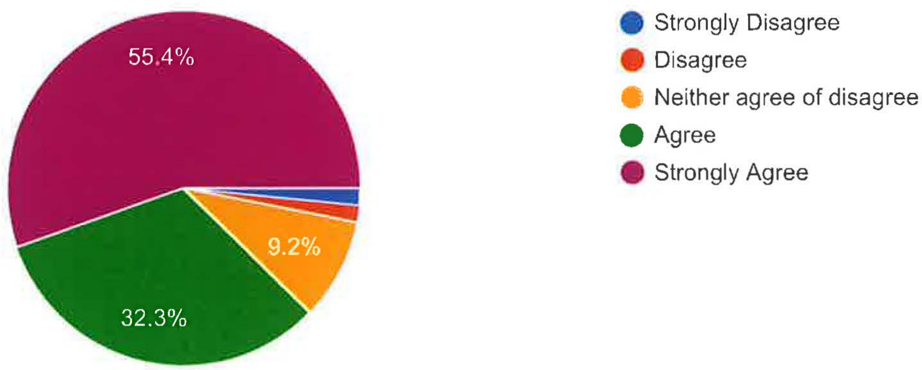
65 responses



Parent and Family Engagement

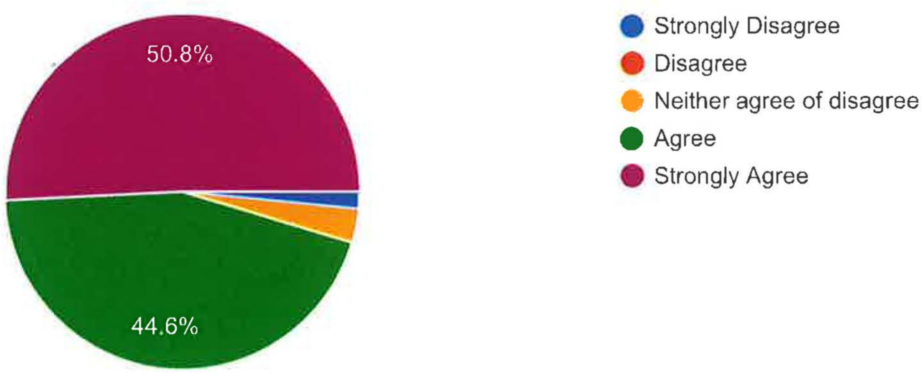
4. The staff (Program Director, Principal, teachers, and classified staff) at my child's school builds a trusting and respectful relationship with my family.

65 responses



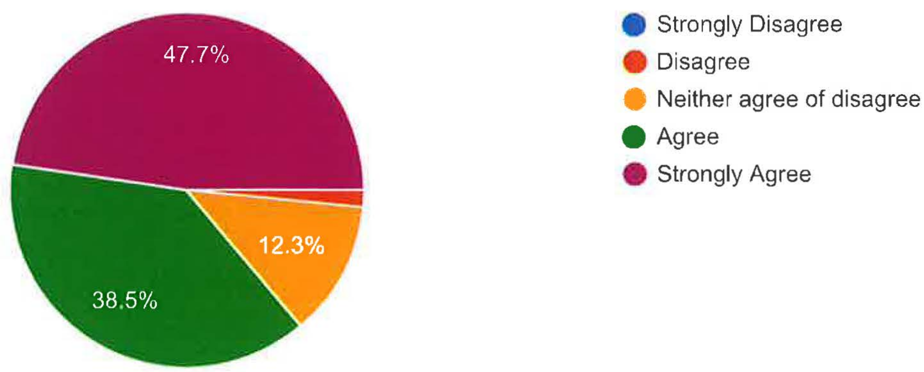
5. My child's school has created a welcoming environment (friendly and helpful) for my family.

65 responses



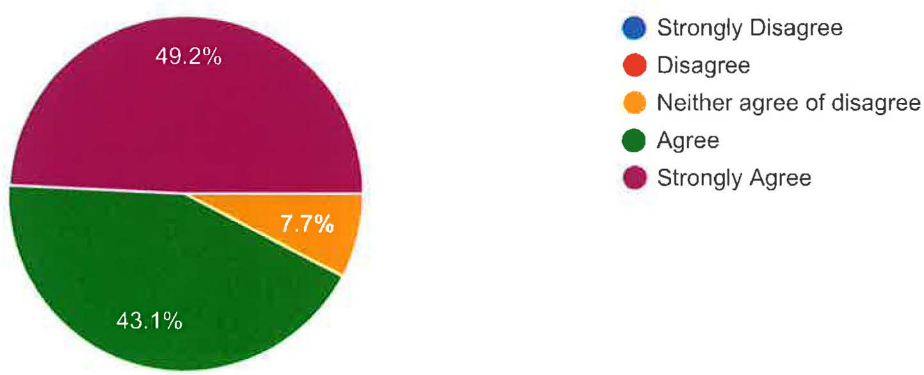
6. The staff at my child's school is interested in our family's culture, language and goals for my child(ren).

65 responses



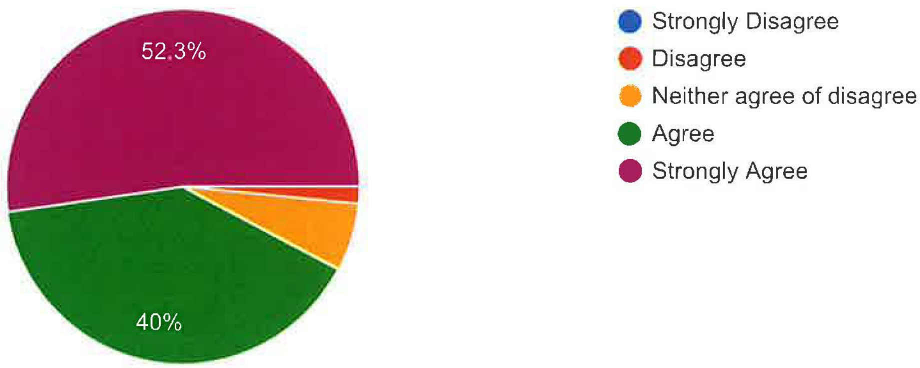
7. My child's school utilizes accessible two-way communication between families and educators.

65 responses



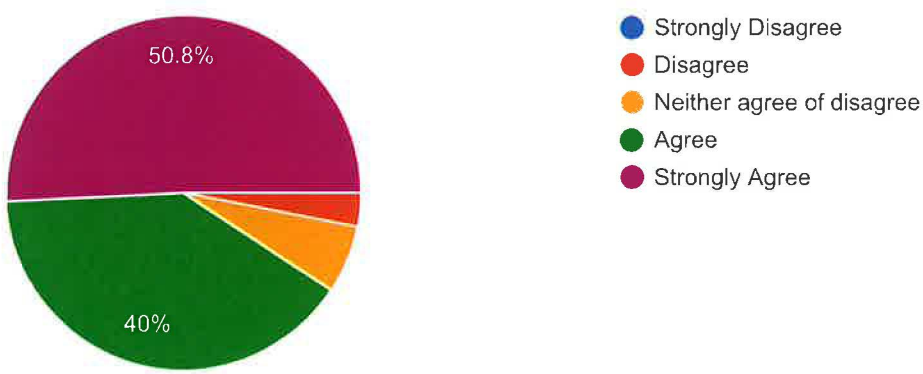
8. My child's school provides information and resources to support student learning in the home.

65 responses



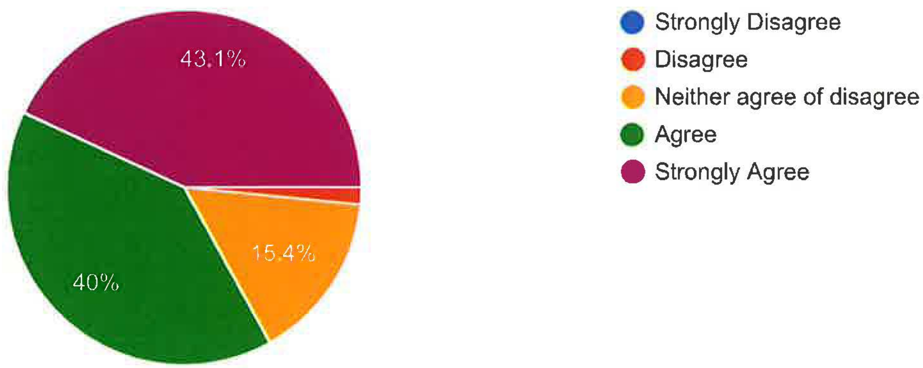
9. My child's school has policies for teachers to meet with families and students to discuss progress and ways to work together to support improved student achievement.

65 responses



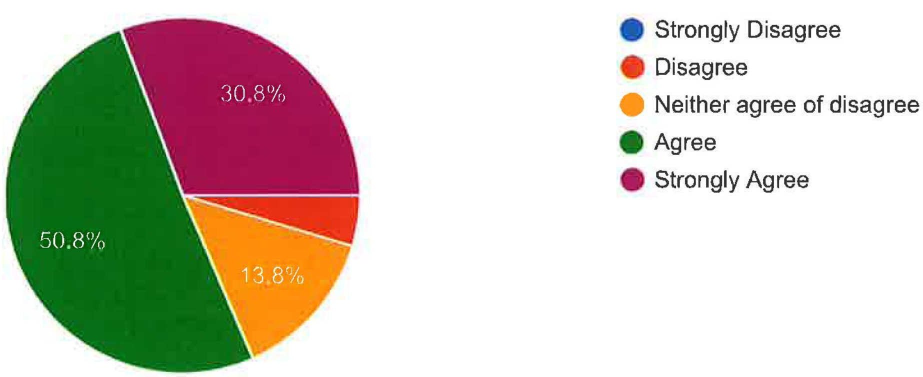
10. My child's school helps my family understand and exercise our legal rights and advocate for my child.

65 responses



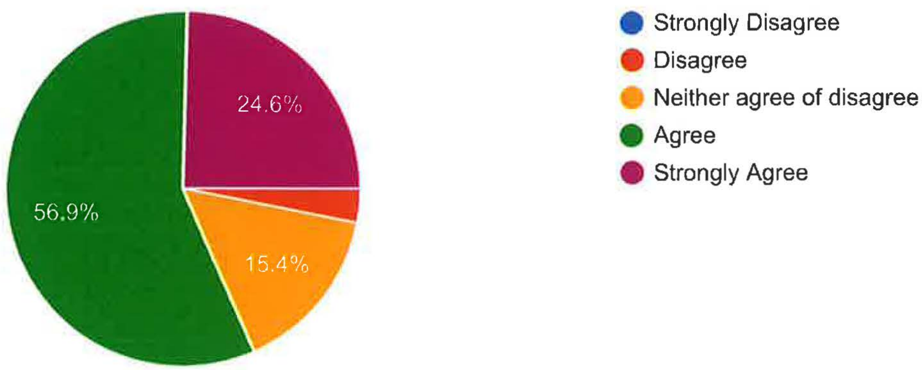
11. My child's school supports and builds the capacity of family members to participate in advisory groups like School Site Council (SSC) English Learner Advisory Committee (ELAC) and the decision-making process.

65 responses



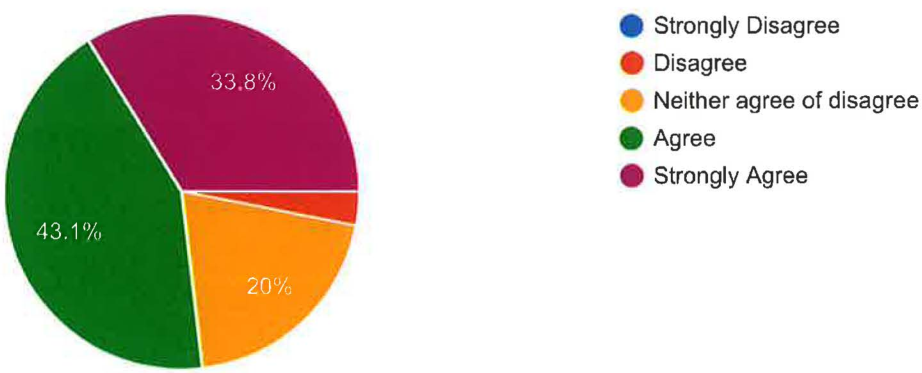
12. My child's school provides opportunities for my input on school policies and programs, and seeks input from all represented groups of our school community.

65 responses



13. My child's school provides opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

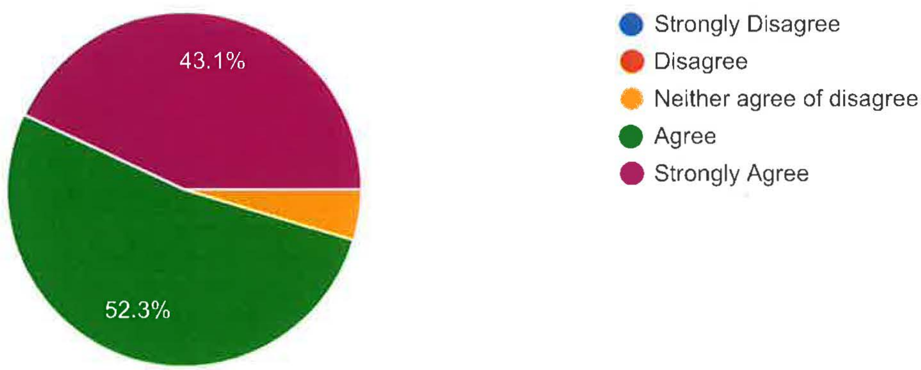
65 responses



School Climate

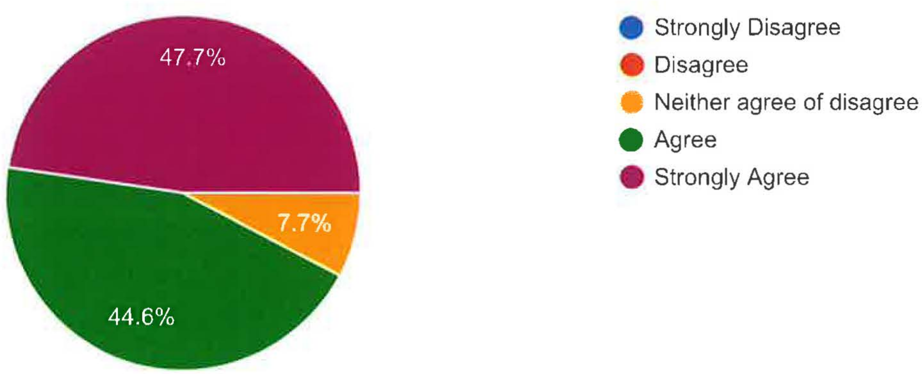
14. My child's school promotes academic success for all students.

65 responses



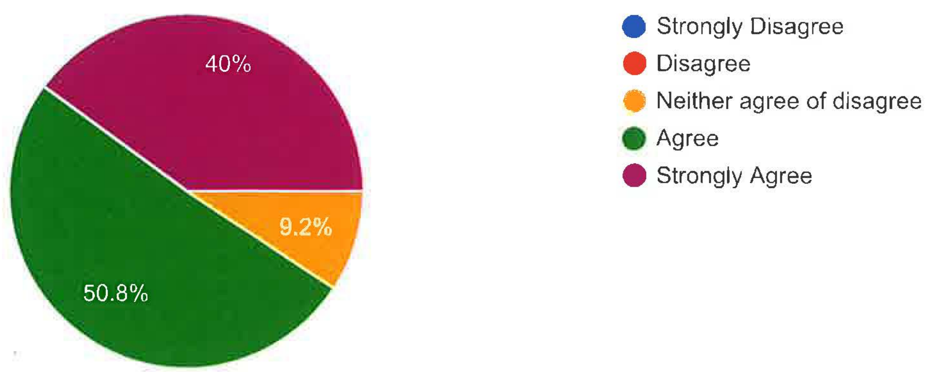
15. The teachers at my child's school are able to meet the academic needs of English Learners.

65 responses



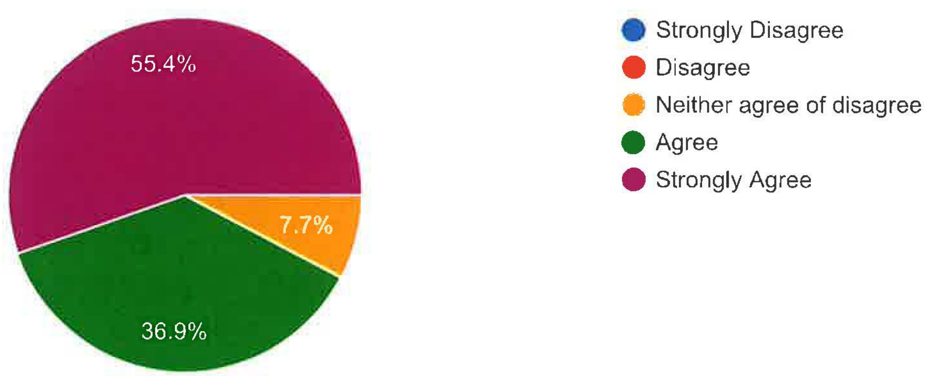
16. At my child's school, my child learns skills that are helpful in life.

65 responses



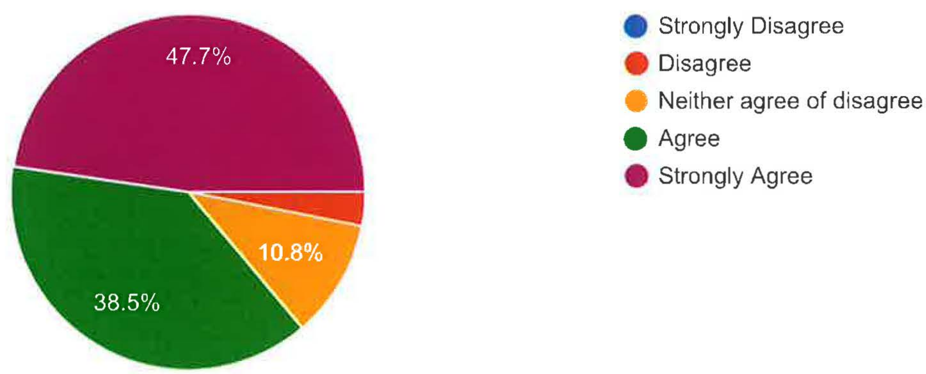
17. My child's school staff take parent concerns seriously.

65 responses



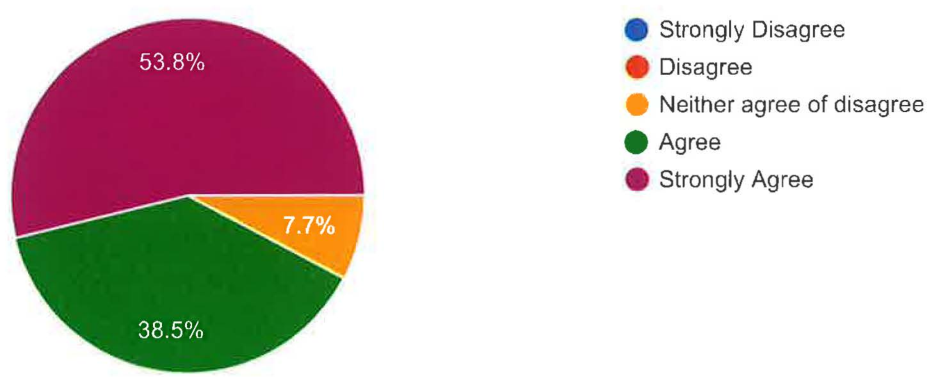
18. My child's school staff (Program Director, Principal, Teachers, Instructional Aides) communicates with me on a regular basis.

65 responses



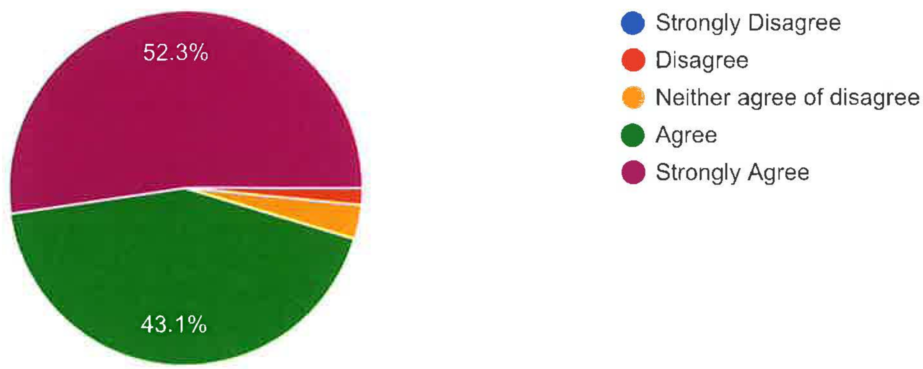
19. My child(ren) feels safe at this school.

65 responses



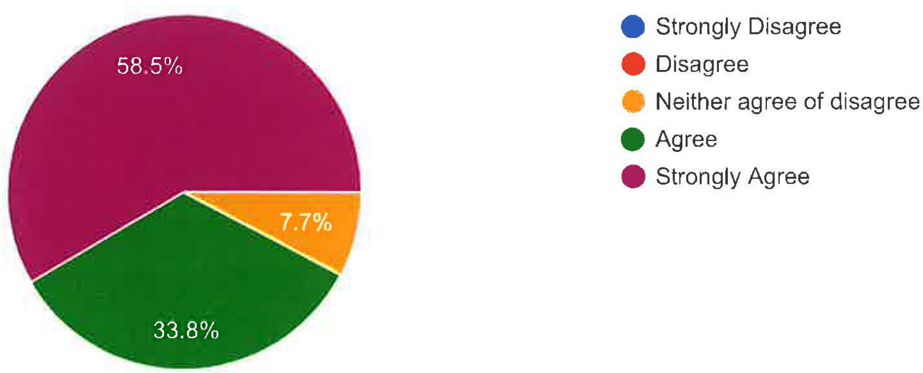
20. My child's school has clean and well-maintained facilities.

65 responses



21. Teachers at my child's school are well qualified to teach.

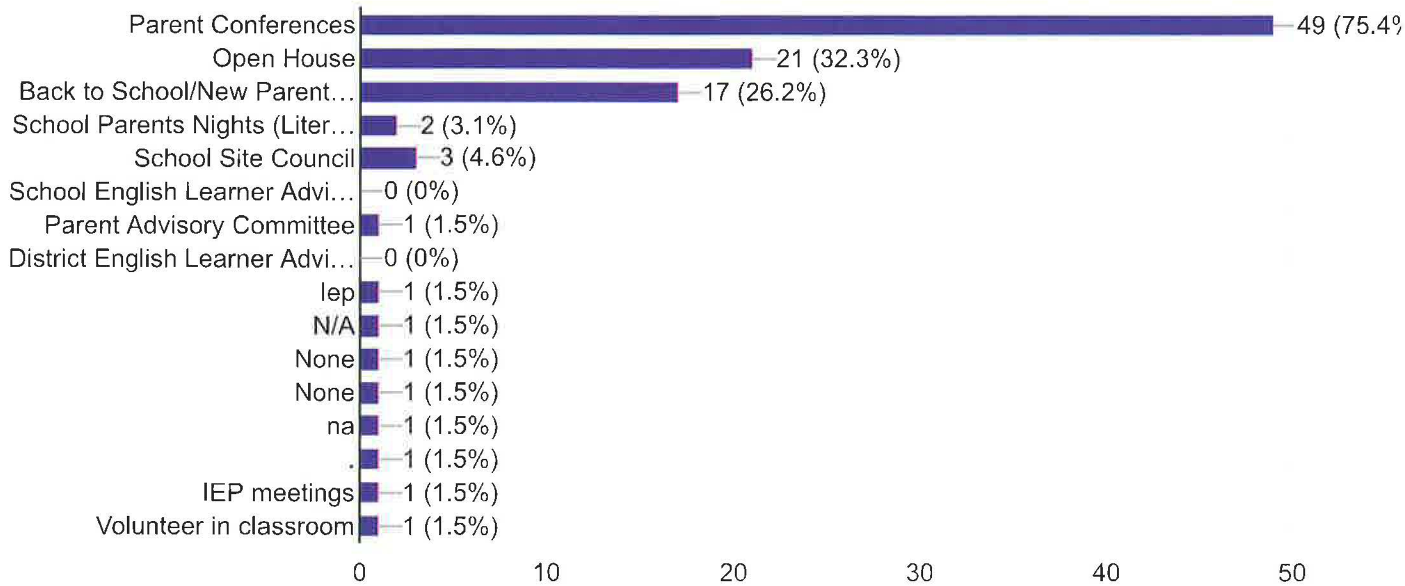
65 responses



Participation in School and District Activities

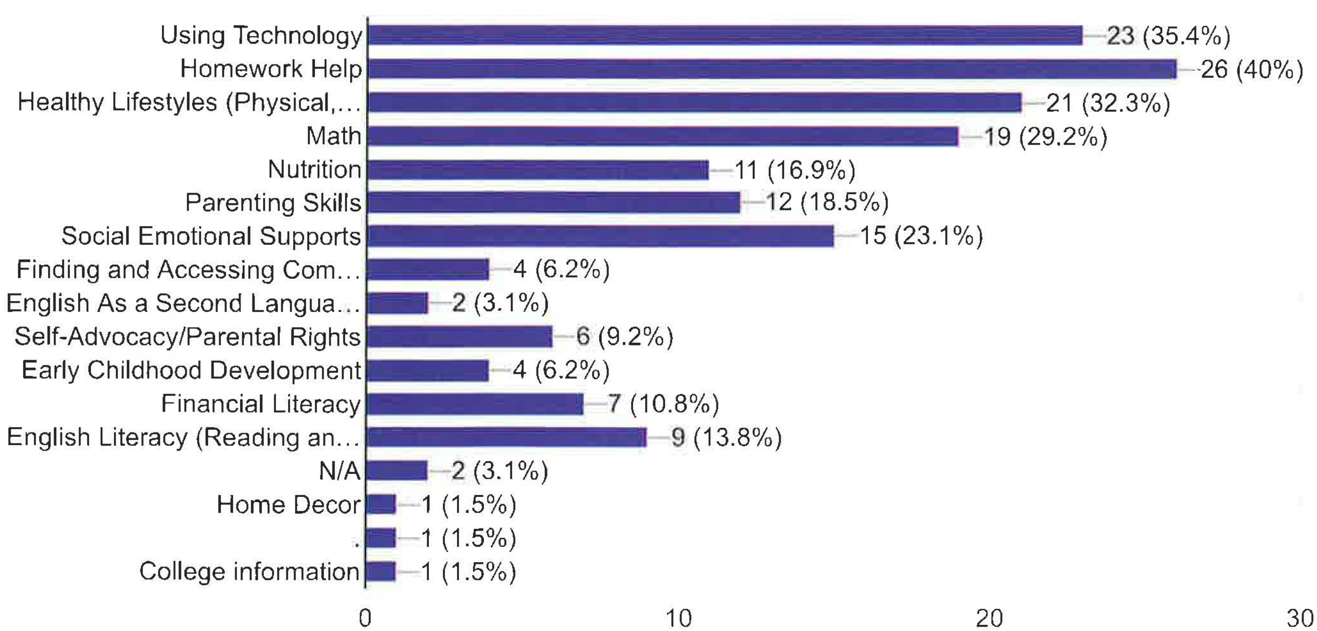
22. In the past three years, I have participated in the following school or district events. (Check all that apply.)

65 responses



23. I would like to see parent workshops offered in the following topics. (Check all that apply.)

65 responses



Please add any additional comments about your child's program. Thank you for your time!

65 responses

N/A

None

Thank you

Great program

Thank you

.

The school supports the needs of students .

Good teacher help

Thank you for the support of my child and not givving up on her.

Please add any additional comments about your child's program. Thank you for your time!

N/A
None
Thank you
Great program
Thank you
The school supports the needs of students .
Good teacher help
Thank you for the support of my child and not givving up on her.
Great Job PTC Staff!!!! You were all helpful when my son started and you continue to be. I give his teachers and staff credit for the change I've seen in the last year. My son use to be quite never said too much was always distracted and had no desire to lean at his last school. In the last year he's Learned how to weld. He scored his first seasonal job as a sales associate. He enjoys meeting with his teachers and is no longer distracted. I could be happier with the progress he's made. Thank you!!
Thanks for your help!
Everything is good!
Thanks
Great teacher!
To practice more on what the students need help on like reading.
Thanks for supporting my child
Thank You got Everything ❤
No tengo preguntas , gracias , soy la mama de Evelyn jinez
Mrs. G has been an amazing teacher to my son. We were lucky to have her all four years. We will miss her when he graduates.
Thank You for ur time
My child has only been in this program for a few months so far we have no concerns
It's my daughters first year here. We haven't had an opportunity to get to know PTC as much
My sons grades have gone up and his bad behavior has declined he is doing very well and I thank PTC for there hard work and dedication
n
This school has been the best for my daughter all around.
Mikayla teacher is awesome she has help mikayla alot and I am so proud of mikayla
thank you
My son likes attending this kind of school enviroment.
Overall I love ptc Chowchilla. We need more teachers like Neely and Gilstrap, they truly connect with the children !
Been here all 4 years of high school. MCIA for 4 years
Speech teacher isnt helping. Jwramyas only seen her 5 times if that this yr.
I'm very happy w my sons school

Love the program
He loves the school he loves the staff and everyone there very respectful and great
Thank you for all you support
No comments
It's a great program
Her teacher is amazing, thanks for all the hard work!
We are very happy & grateful to have the teacher we have.. Mrs Neely is amazing! The Staff has been very welcoming & helpful..
This school has been so awesome to my son especially his teacher. He's been on a wonderful path and that's thanks to how his teacher teaches. Thanks
Great program
All staff at PTC are excellent and available when needed and care for all their students.
I happy with it
No
Awesome school , love it great teachers and staff , always kind and responsible
Nothing
I like that my daughter understands her assignments with her teacher very clearly.
I'm satisfied with the way the school treats my child .

CAES Student LCAP Survey 2022

Questions Responses 175 Settings

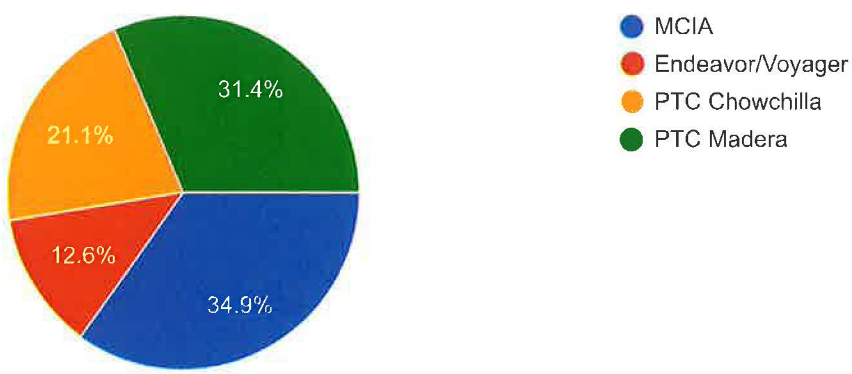
175 responses

Accepting responses

Summary Question Individual

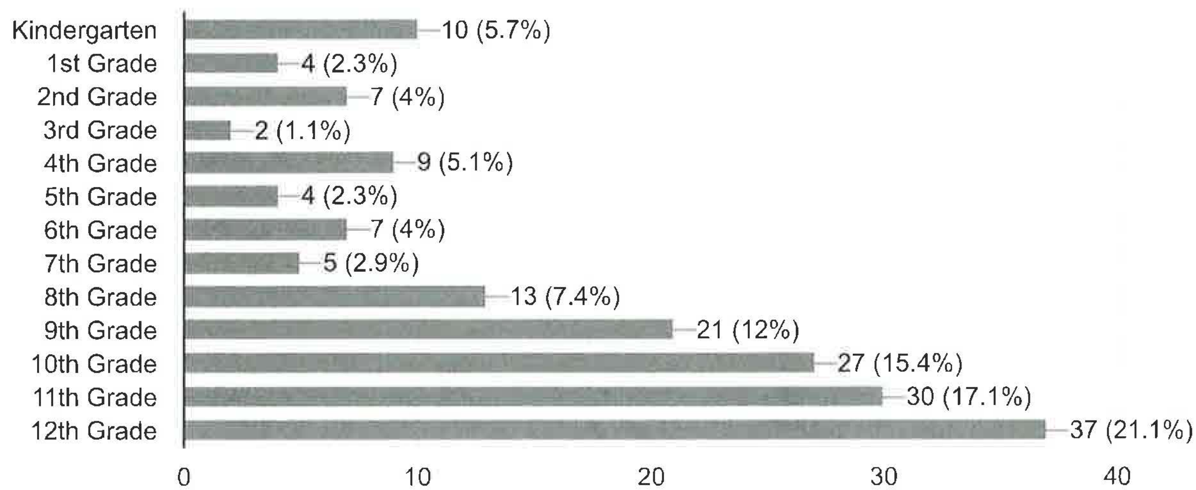
1. The school I attend is:

175 responses



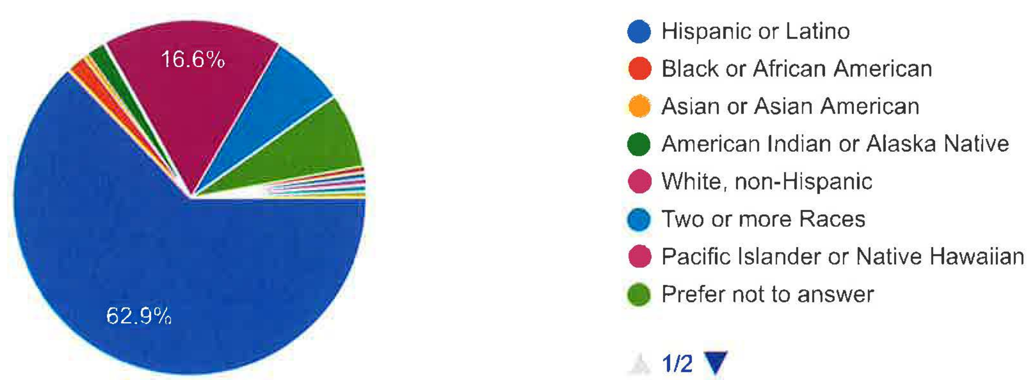
2. My grade level is:

175 responses



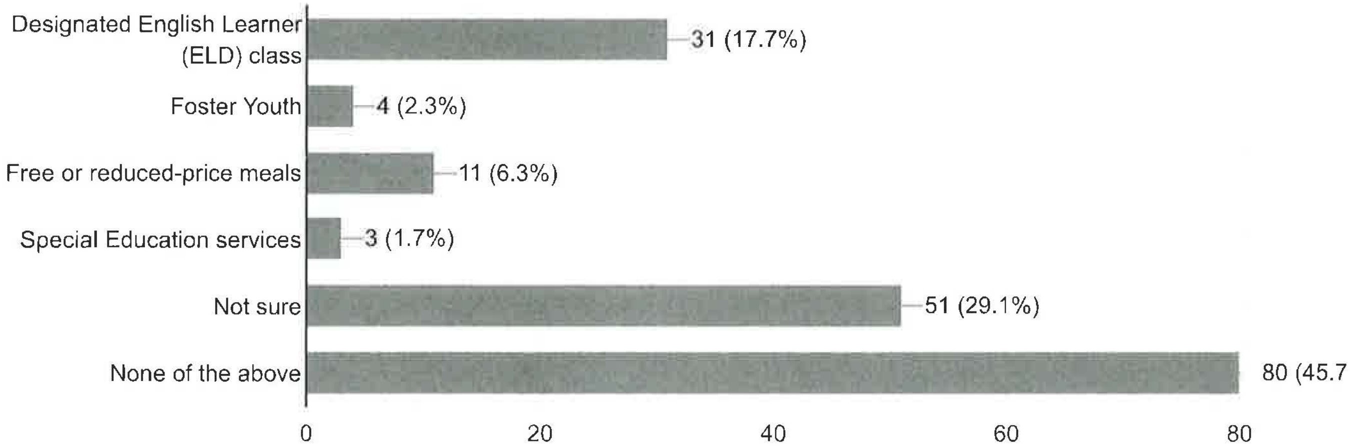
3. I identify most closely with the following:

175 responses



4. I participate in the following programs (Choose all that apply):

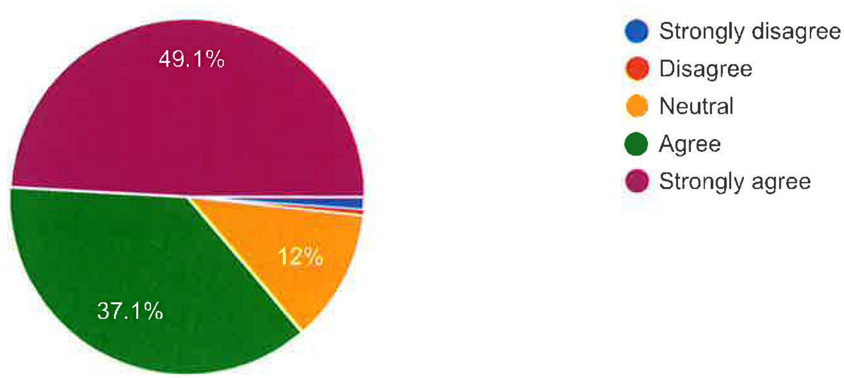
175 responses



School Safety and Connectedness

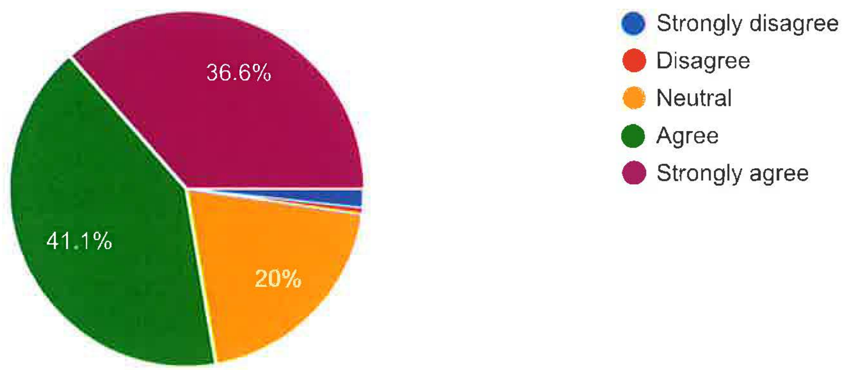
5. I feel safe at my school.

175 responses



6. I feel like I am a part of my school.

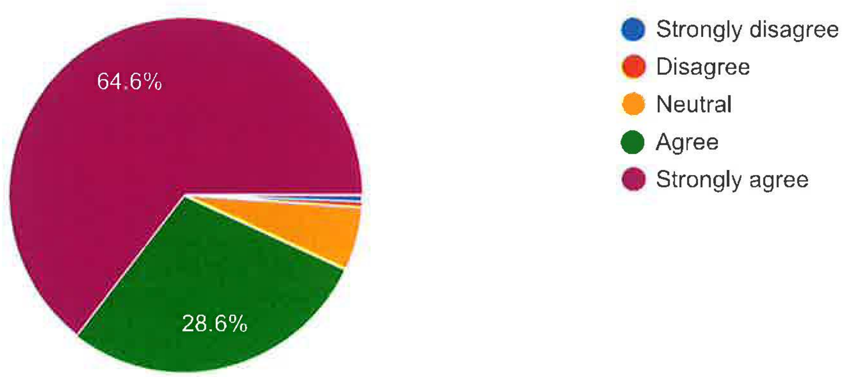
175 responses



Support for Learning

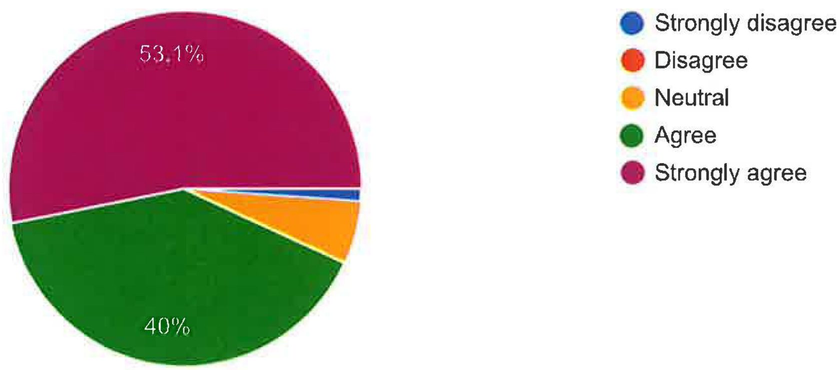
7. My teacher(s) encourage me to be successful.

175 responses



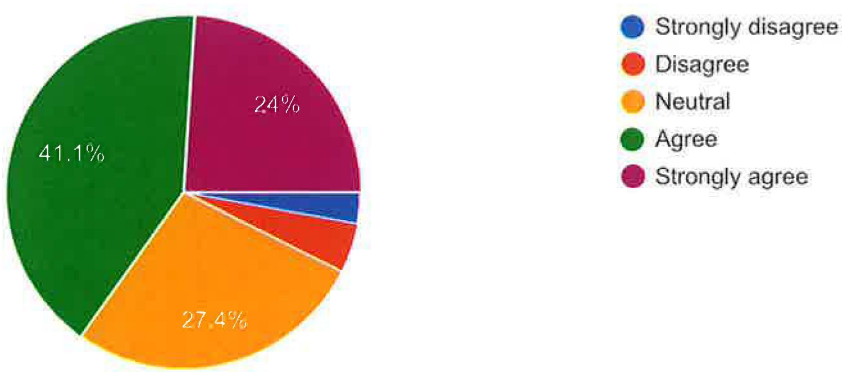
8. My teachers give me enough time to finish my schoolwork/homework.

175 responses



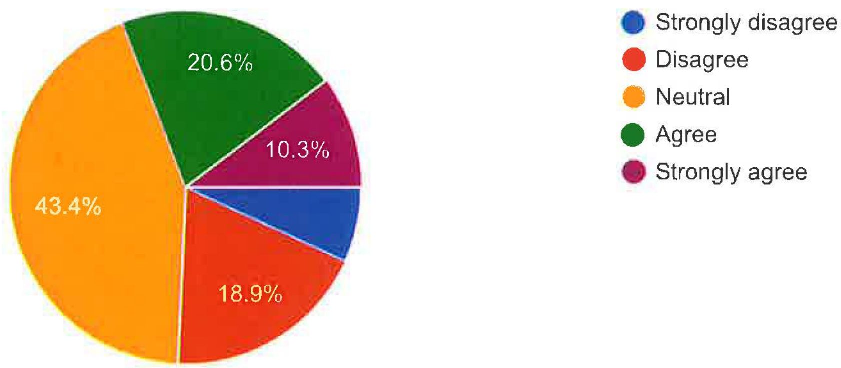
9. I am excited to learn.

175 responses



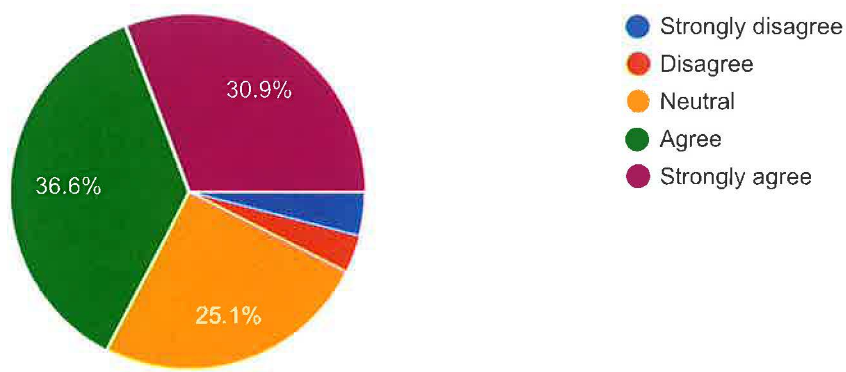
10. I would like more help with my schoolwork/homework.

175 responses



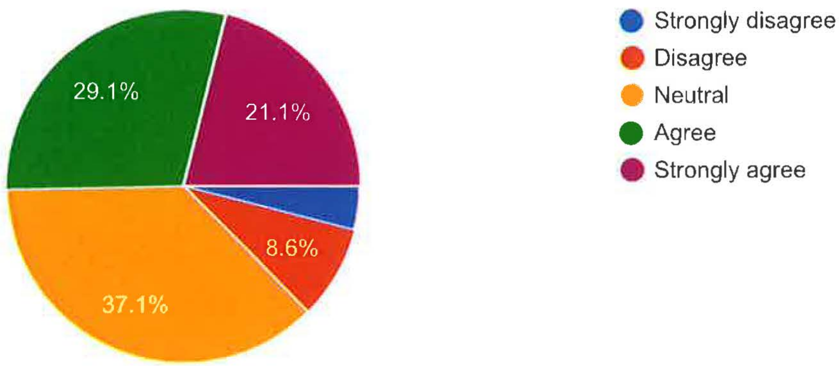
11. At my school, I learn skills that help me in life.

175 responses



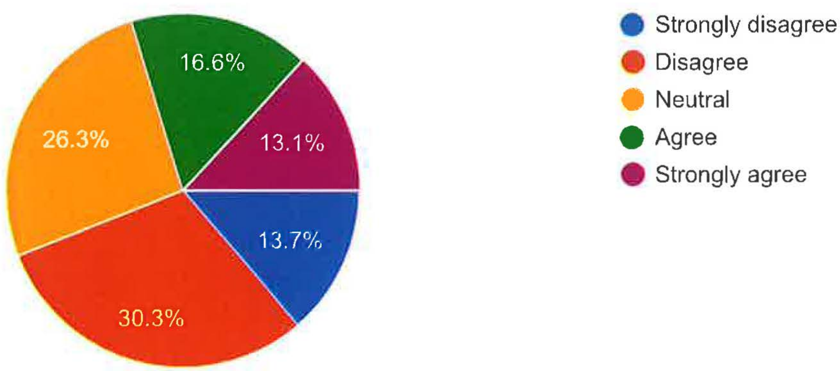
12. My teacher(s) talk to my parents/guardian on a regular basis.

175 responses



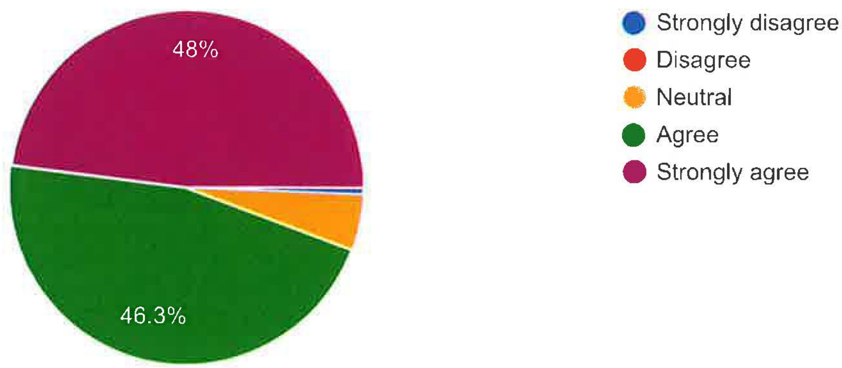
13. My parents participate in school events.

175 responses



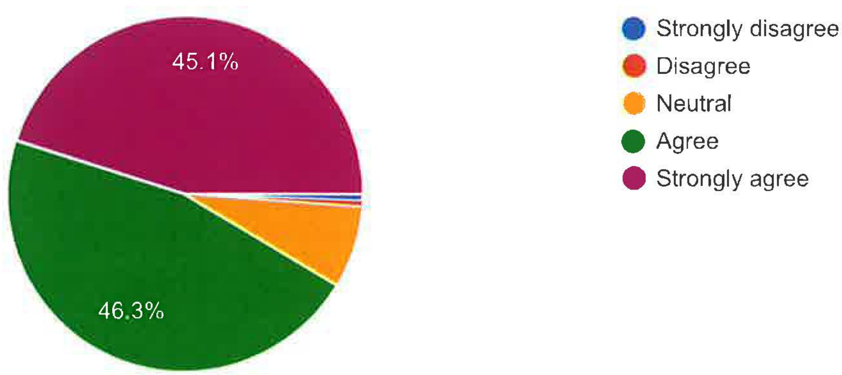
14. My teachers are very knowledgeable in the subject areas they teach.

175 responses



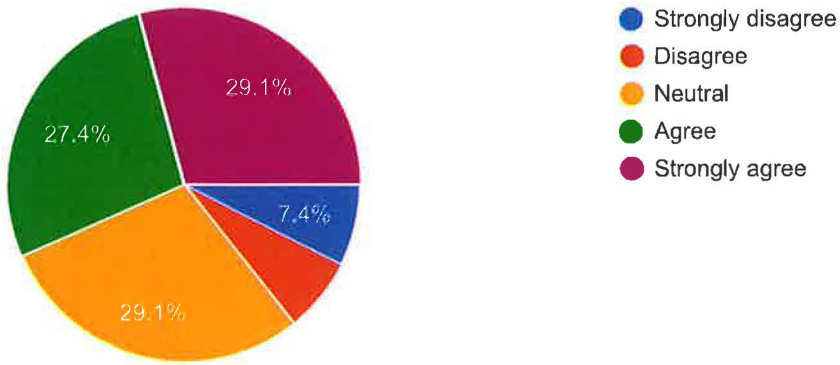
15. My teacher(s) teaches me in ways that I understand.

175 responses



16. I plan on attending college or some other school (trade school, technical school) after high school.

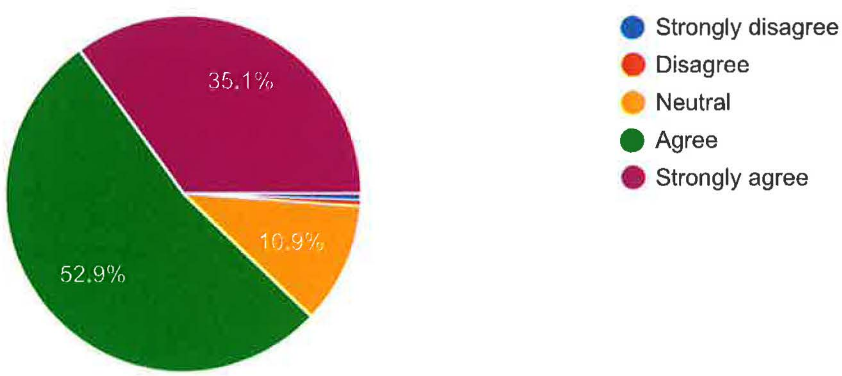
175 responses



School Climate

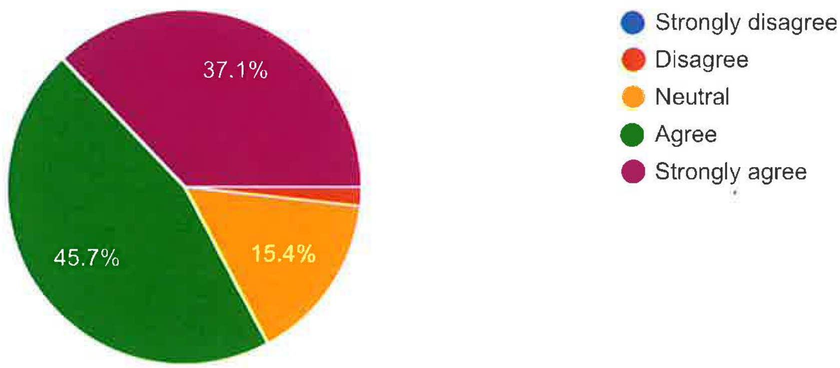
17. My school has clear expectations for student behavior.

174 responses



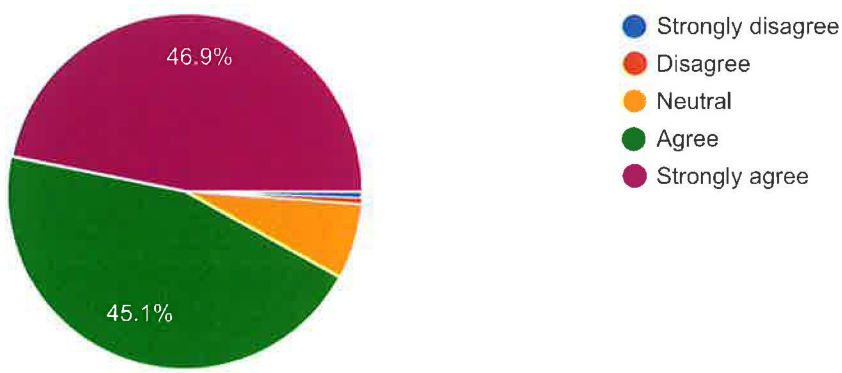
18. The staff at my school care about me.

175 responses



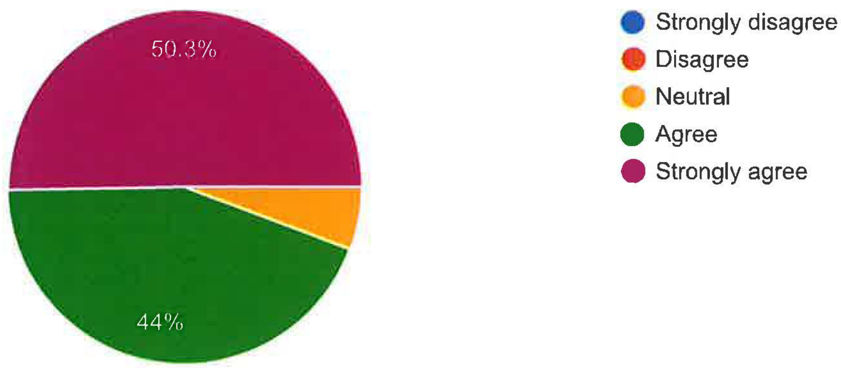
19. The staff at my school treat students fairly.

175 responses



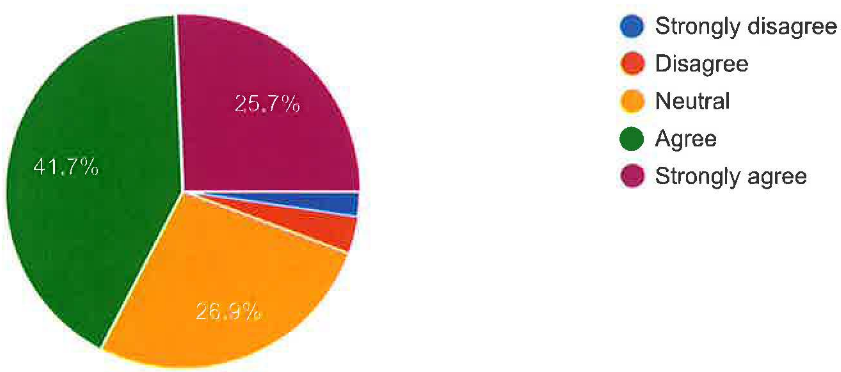
20. My classroom and school buildings are clean.

175 responses



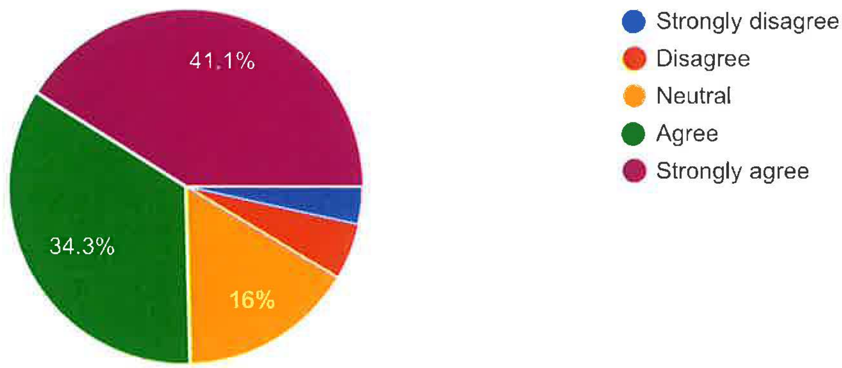
21. My parents feel welcome to participate at my school.

175 responses



22. I am happy to be at my school.

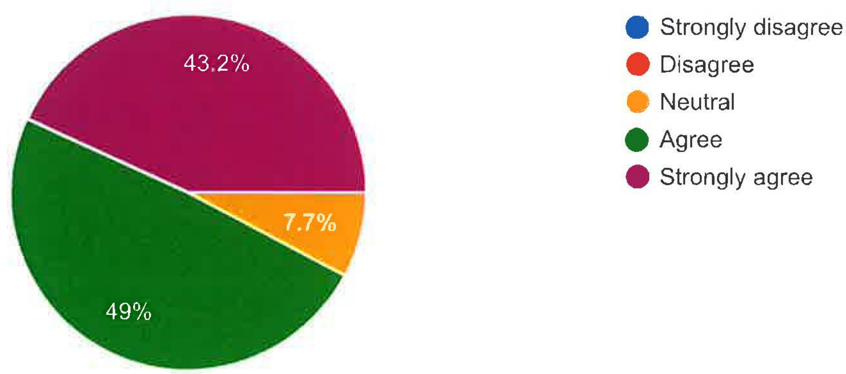
175 responses



English Learner Programs

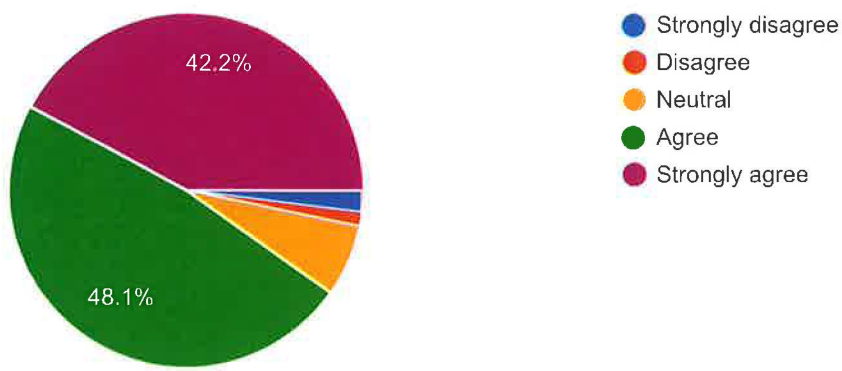
23. I receive the support I need from my teachers.

155 responses



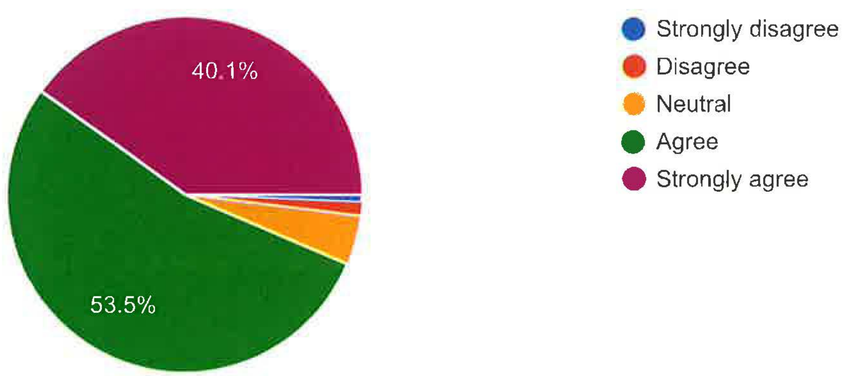
24. I feel comfortable talking in English in my classes.

154 responses



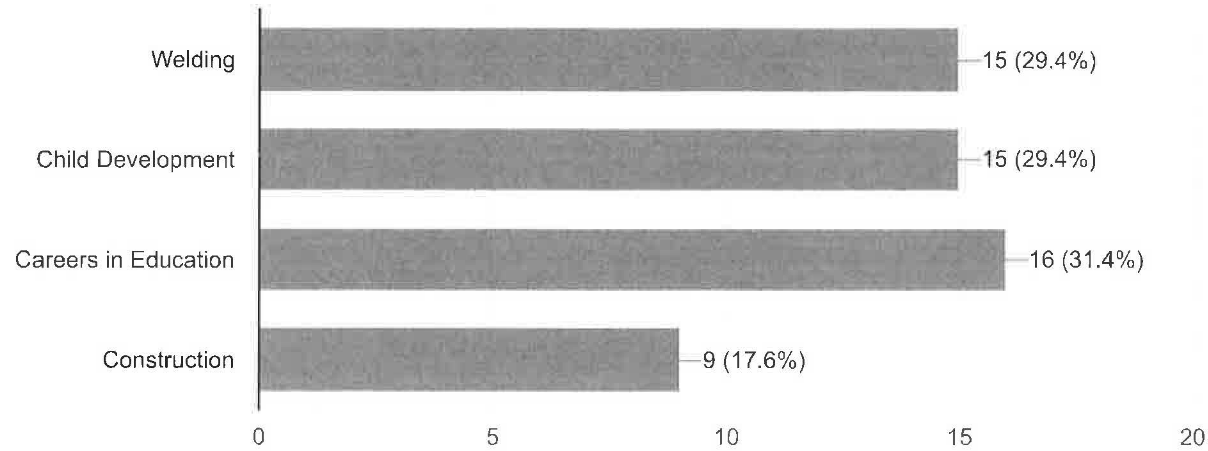
25. I feel comfortable reading and/or writing in English.

157 responses



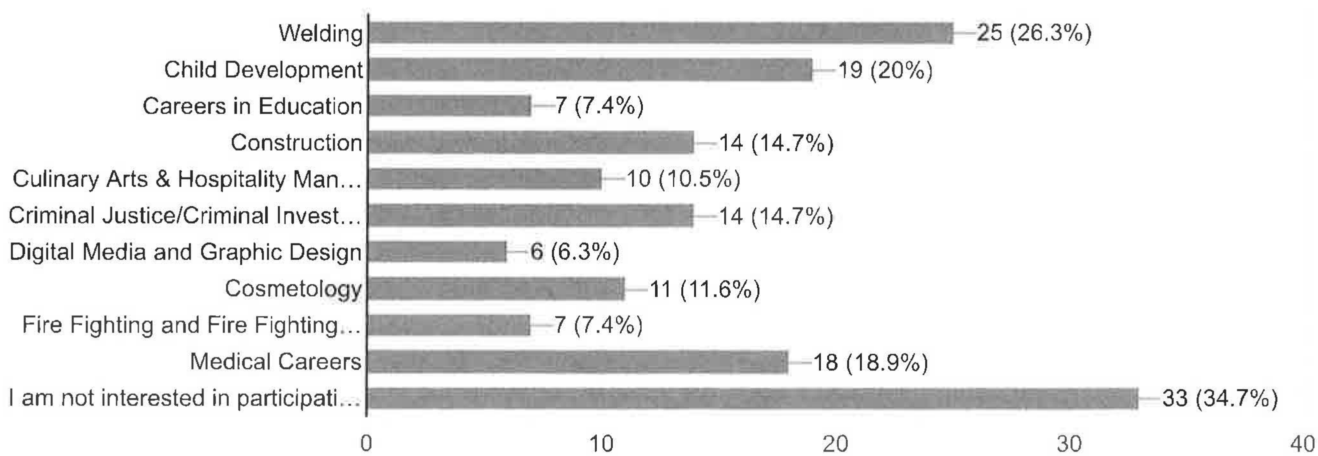
27. I participate in the following Career Technical Education (CTE) Courses at my school:

51 responses



28. I would like to participate in the following Career Technical Education (CTE) Courses at my school:

95 responses



Thank you for taking time to complete this survey. Please share any additional comments that will help you be more successful in school.53 responses

.
None
N/A
having responsibility and doing all my work.
no
pizza party
My teacher is nice and she is the best teacher ever.
I like school and I like my teacher
I like math and I like my teacher because she helps me a lot!
My teacher is nice.
It's crazy that I'm already a junior going on senior.
good
I like my teacher.
Pay more attention
My teacher is nice and when I get something wrong she explains it to me again in a way I understand.
Everything is great so far.
clup needed
I like my teacher Mrs. Rodriguez, and I love my friends in class. I like Zoom class because it's fun and I learn my sight words and math.
Maybe we can have just a little more time in class.
To get Straight A's
I like school and I like Mrs. Rodriguez.
Mrs. Rodriguez is nice and not mean. She is funny. I like my school because I do good and I get to go to the classroom store. I see my friends on the computer.
I think if we don't wake up for zoom everyday it would be better because we can get more sleep, which is going to help us do our homework.
yes
finish my school work, passing and get all my credits and graduate.
I love school and I love my teacher, Mrs. Rodriguez.

I like coming to school because I have friends and I get to come with my cousin. I like the school lunches and my teacher Mrs. Rodriguez is the best.
I would like to see classes offered with real job skills at my school.
anything
basketball because there basketball court and no use it.tech design .
I would like to see the school have a mechanics as an elective.
MCIA is a fun school that gives the right education.
I am really glad to be in this school, I feel really successful and look forward to my future education in this school and in college. Something I think might help me is to be more aware of the programs the school offers such as scholarships, referrals, and so on. Overall, I am really satisfied. Thank-you!
Need to do my work
I like Mrs. Rodriguez and my rainbow classroom.
The other students are pretty quiet and chill too.
studying will help me me more successful in school
no comment
thank you
<3
kindness and time
The school and its staff are amazing especially mrs.black and mr.shockley
yeeee
none.
I will succeed in my classes this semester and graduate by June.
Less work😂
I will graduate thanks to my teachers.
I like this school.