Madera County
Superintendent of Schools

Madera County Independent Academy Local Performance Indicator Report

Fall 2019

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Priority 1

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

1) Number/percentage of misassignment of teachers of English learners, total teacher misassignment, and vacant teacher positions: **0/0%**

2) Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0/0%**

3) Number of identified instances where facilities do not meet the "good repair" standard (*including deficiencies and extreme deficiencies*): **0**

Priority 2

Self-Reflection Tool for Implementation of State Academic Standards

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

1) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

   Rating Scale (*lowest to highest*):
   1 – Exploration and Research Phase
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

   English Language Arts – Common Core State Standards for English Language Arts
   ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

   English Language Development (Aligned to English Language Arts Standards)
   ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

   Mathematics – Common Core State Standards for Mathematics
   ☐ 1 ☐ 2 ☐ 3 ☑4 ☐ 5

   Next Generation Science Standards
   ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5

   History/Social Science
   ☐ 1 ☐ 2 ☑3 ☐ 4 ☐ 5

2) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency's progress in making instructional materials aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

English Language Development (Aligned to English Language Arts Standards)
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

Mathematics – Common Core State Standards for Mathematics
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

Next Generation Science Standards
☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5

History/Social Science
☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5

3) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

English Language Development (Aligned to English Language Arts Standards)
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

Mathematics – Common Core State Standards for Mathematics
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

Next Generation Science Standards
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

History/Social Science
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

4) **Other Adopted Academic Standards**: rate the local educational agency's progress in implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Career Technical Education
☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5

Health Education Content Standards
☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5

Physical Education Model Content Standards
☐ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5

Visual and Performing Arts
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

World Language
☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5) **Support for Teachers and Administrators**: during the 2018-2019 school year (including summer of 2018), rate the local educational agency's success at engaging in the following activities with teachers and school administrators.

Rating Scale (*lowest to highest*):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole
☐ 1 ☐2 ☐3 ☐4 ☑ 5

Identifying the professional learning needs of individual teachers
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5

Providing support for teachers on the standards they have not yet mastered
☐ 1 ☐2 ☐3 ☐ 4 ☑ 5

Priority 3

Self-Reflection Tool for Parent Engagement

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision-making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

1) The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making

A) Measure of enactment of procedures designed to engage parents/guardians, stakeholders and advocates in advisory committees.

B) Measure of parent/guardian, stakeholder and advocate participation in meetings of advisory committees.

2) The local educational agency's progress on at least one measure related to promoting parental participation in programs

A) Measure of whether school sites have access to interpretation and translation services to allow parents/guardians, stakeholders and advocates full participation in educational programs and individual meetings with school staff related to their child's education.

B) Measure of whether school sites provide trainings or workshops for parents/guardians, stakeholders and advocates linked to student learning and/or social-emotional development and growth.

3) Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Summary:

A significant strength of MCIA is Teacher-student relationships. Staff is bilingual and culturally sensitive of all students. Students have numerous and varied opportunities (times, days, and locations) for engagement. MCIA staff utilizes multiple methods of notification for parents and families of MCIA activities. Inclusion of parents, families, and community stakeholders in promotion and student recognition ceremonies as a regular occurrence. Professional development focused on building relationships with all students. Parent input is included in reclassification of EL students. Surveys are provided for all parents in English and Spanish to gather input about the MCIA program, and components. Seat time classes for K – 3, and 4 – 6 students are available to support academic needs and increase parent contact with MCIA staff.

MCIA will work to increase parent participation for students in grades 7-8 by providing more meetings that are informational related to preparing for high school and post-secondary options; MCIA staff will also increase time students need to attend school to develop a greater connectedness to the overall program, and student achievement.

MCIA is part of a Consolidated School Site Council for multiple sites that supports transiency of students and families through various MCSOS programs. MCIA staff receive ongoing PD for teachers, academic counselors, and administrators to improve continuously on best practices toward increased student achievement. Electronic monitors in lobby provide updates on site student information, stakeholder meetings, and activities available to students. MCIA holds LCAP stakeholder meetings on different days, times, and sites with translation services provided to increase parent participation in guidance of school program.

Priority 6

School Climate

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Summary:

The LEA administered a school climate survey. The survey captured a valid measure of student perception of school safety and connectedness.

The current school population is 52% males and 48% female, 17% in K – 3, 17% in 4 – 6, and 66% of students are in grades 7 and 8. Of the student's surveyed, 89% reported feeling safe at school or do not feel unsafe. In addition, 93% of students reported feeling respected by staff and teachers at school, and 89% reported the school facilities are well maintained. Of students surveyed, 61% stated feeling comfortable participating in school events, which was a 5% increase from the previous year. Survey results indicated that 82% of students felt encouraged to participate in school events them and 82% expressed that teachers provided sufficient feedback on their achievement. Specific items of particular relevance to school safety and connectedness include factors outside of the school setting which include emotional needs, substance and alcohol abuse, gang involvement, transportation and challenging family environments.

Analysis of the data demonstrates that students will continue to benefit from counseling and mentoring services from LEA staff and collaborative agencies. Areas of student need include substance and alcohol abuse; gang involvement; participation in acts of violence and criminal activity; truancy from school; socialization; and emotional wellness concerns. The LEA will continue to partner with collaborative agencies and utilize appropriate staff to address areas of need. In addition, the lack of parent involvement/participation is comparable to the perception students have of their parents' lack of involvement in their schooling. The LEA plans to continue to collaborate and focus on increasing parent participation through outreach services and other efforts to facilitate increased involvement.

Priority 7

Access to a Broad Course of Study

Summary: LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Summary:

MCIA has an academic counselor on site to meet with all students as needed. An RSP teacher meets with students as required by IEPs. Teachers use Math and ELA diagnostic assessment results to guide instruction, diagnose and support areas of academic weaknesses for all students. Leadership team and teachers disaggregate student data to support effective instructional practices and strategies designed to increase student achievement.

Students are assigned courses relevant to each grade level. MCIA offers seat time classes for K – 3, and 4 – 6 students to support academic needs, in addition to weekly independent study appointments. Diagnostic assessments prescribe lessons to reduce academic gaps and increase access to grade-level curriculum.

Barriers continue to be the various schools and districts that feed into the LEA; however, the independent study model allows for individualized grade-level appropriate courses, and online courses to minimize those barriers and provide greater learning opportunities for advanced or struggling students.

MCIA staff implements diagnostic assessments and student results help diagnose and provide necessary support to increase students' academic achievement. Data from diagnostic assessments is used to guide instructional practices and discuss support students require for greater academic success.