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:

The LEA enacts procedures designed to engage parents/guardians, stakeholders, and advocates in advisory committees. These include holding elections for parent/guardian, stakeholder and advocate members for the School Site Council.

Due to the transient nature of the student population, the LEA frequently notifies parent/guardian, stakeholder, and advocate groups regarding participation in meetings of advisory committees. Notifications include information shared through Blackboard Connect; letters; personal phone calls; parent meetings with teachers, administrator, or academic counselors; and other school activities. Furthermore, the LEA mails parent notification packets with advisory committee information to student homes on an annual basis, in addition to regular meeting notifications throughout the school year. A survey administered to all parents, and was available in English and Spanish, with the option of completing on paper or a computer. LEA arranged for parents to have access to technology at the school site, and provided assistance as needed.

Madera County Independent Academy has access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education and progress. This includes full translation of all informational and other notices and documents, in addition to in-person interpretation services provided by classified staff at meetings and other school related events.

The school site provides trainings and/or workshops for parents/guardians, stakeholders, and advocates that are linked to student learning and/or social emotional development and growth. The Career Alternative Education Services Counseling Division provides additional informational workshops on varied topics related to students' academic needs, preparation for high school, and planning for post-secondary options. The counselors meet regularly with students and parents regarding individual student progress and concerns throughout the school year.

These measures were selected as they accurately demonstrate LEA input from parents/guardians, stakeholders, and advocate groups in decision-making and promote parental participation in all aspects of the school. The continual nature of the LEA's measures to promote parent involvement is based upon the transient nature of the student population and their needs.

The findings relate to LCAP Goal 3, which addresses parent/guardian/community engagement at all school sites.

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:

In order to provide a broad course of study to all students, the LEA utilizes textbooks and online curriculum through Odysseyware to supplement course offerings and provide students opportunities to become proficient with technology while accessing academic content. The use of Odysseyware, also allows students to benefit from courses not offered on sire. In addition, online courses allow for the expansion of the master schedule and offer Foreign Languages along with career exploration courses.

A goal for the LEA is to provide greater opportunities for students to benefit from an independent study school and prepare them to have opportunities to be academically successful whether they continue their schooling on independent study or opt to return to a traditional school setting. The LEA has expanded requirements for students in grades K – 3, by requiring their attendance twice a week for 2.5 hours each day in a classroom setting, which is in addition to their one-hour appointment. Feedback from parents and students has been so positive that the LEA will expand the requirement for students in grades 4 – 6 to also some in additional time, mirroring the model used for the K- 3 students. These changes will take effect at the start of the 2019-2020 school year.

The LEA will establish procedures to ensure student progress is measured more regularly through progress reports and updated credit evaluations. Scheduled parent meetings with administrators and academic counselors will ensure appropriate supports are in place to help struggling students. The greatest obstacles with our transient population of students is the year-round enrollment, chronic absenteeism, and gaps in academic achievement. In order to better support student achievement, the LEA will assign academic counselors a caseload based on grade level, seek out parent feedback regularly through phone calls, letters, and parent meetings. In addition, academic counselors will provide informational workshops to keep parents and students informed of academic requirements, student progress and post-secondary academic and career opportunities.