

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Madera County Independent Academy - MCIA

CDS Code: 20102070117184

School Year: 2023-24

LEA contact information:

Mr. Hugo Sanchez

Program Director - Career and Alternative Education Services

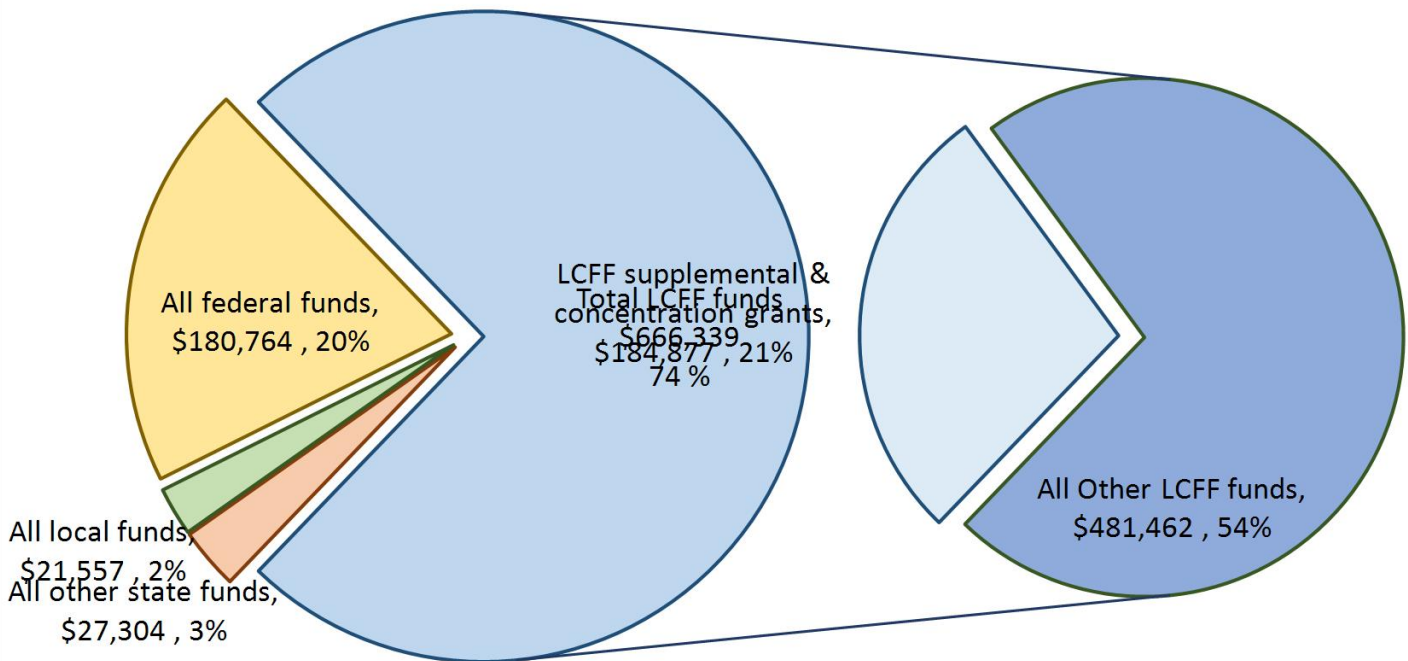
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2023-24 School Year

### Projected Revenue by Fund Source

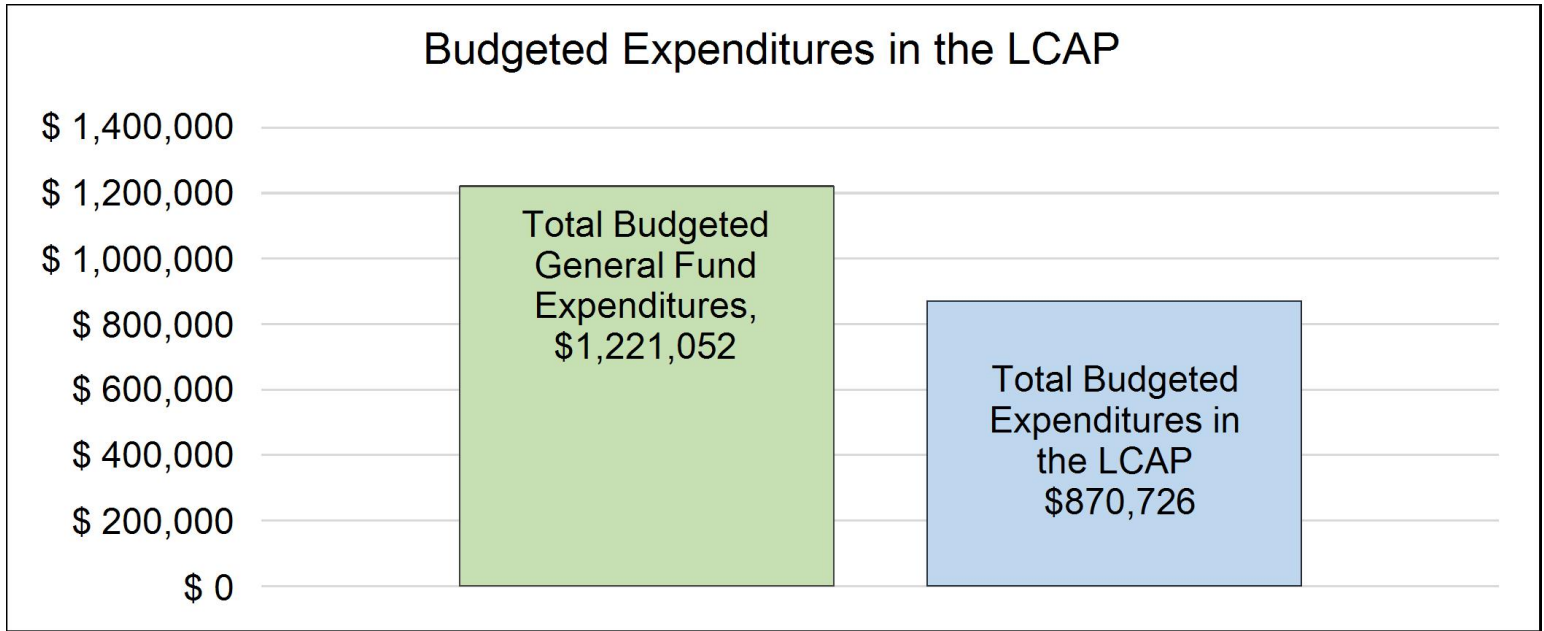


This chart shows the total general purpose revenue Madera County Independent Academy - MCIA expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Madera County Independent Academy - MCIA is \$895,964, of which \$666,339 is Local Control Funding Formula (LCFF), \$27,304 is other state funds, \$21,557 is local funds, and \$180,764 is federal funds. Of the \$666,339 in LCFF Funds, \$184,877 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 Independent Academy - MCIA plans to spend for 2023-24. 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 Independent Academy - MCIA plans to spend \$1,221,052 for the 2023-24 school year. Of that amount, \$870,726 is tied to actions/services in the LCAP and \$350,326 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

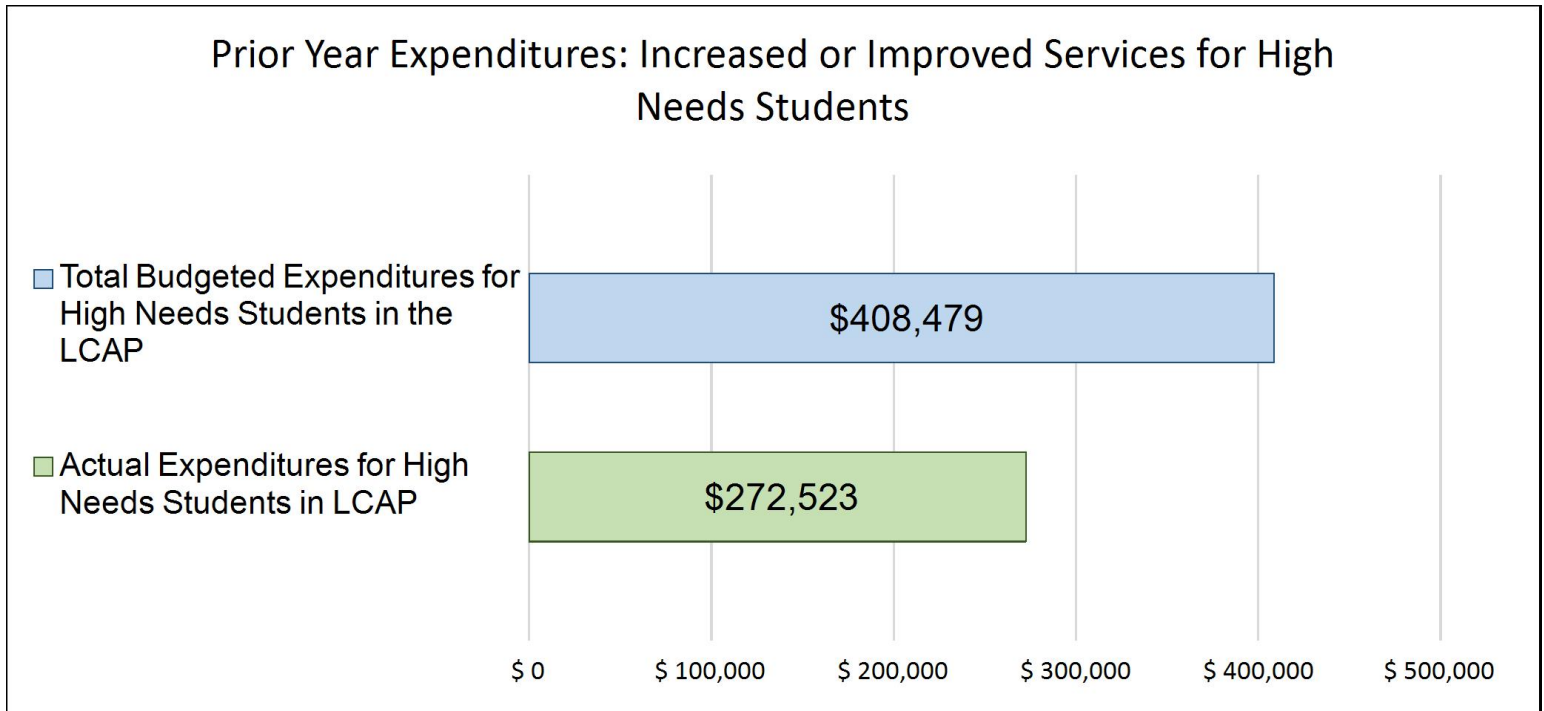
Total general fund budget is \$1,221,052 and the total of \$350,326 is not included due to general operations of charter such as expenditures included, but not limited to, annual building rental fee, daily expenses of office and classroom supplies. Fiscal and operations/facilities costs were not included.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Madera County Independent Academy - MCIA is projecting it will receive \$184,877 based on the enrollment of foster youth, English learner, and low-income students. Madera County Independent Academy - MCIA must describe how it intends to increase or improve services for high needs students in the LCAP. Madera County Independent Academy - MCIA plans to spend \$287,070 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 2022-23



This chart compares what Madera County Independent Academy - MCIA 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 Independent Academy - MCIA 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 2022-23, Madera County Independent Academy - MCIA's LCAP budgeted \$408,479 for planned actions to increase or improve services for high needs students. Madera County Independent Academy - MCIA actually spent \$272,523 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$135,956 had the following impact on Madera County Independent Academy - MCIA's ability to increase or improve services for high needs students:

The difference in budget had no significant impact on the Academy's ability to increase services for our high needs students. Due to lower-than-expected enrollments, actual expenditures were less than budgeted as the additional teacher was not hired. Also, expenditures for professional development were less than planned, as much of the 2022-23 staff development activities were covered during regular staff meeting times.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera County Independent Academy - MCIA	Mr. Hugo Sanchez Program Director - Career and Alternative Education Services	hsanchez@mcsos.org (559) 662-6211

## Plan Summary [2023-24]

### General Information

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

Madera County Independent Academy (MCIA) is a TK-12 independent study charter school authorized by the Madera County Board of Education that actively serves students in a K-8 setting, The school is located in the city of Madera, and is a program of choice which serves at-promise students, including middle school students expelled from their home district. This program supports individual development through state standards aligned curriculum. The program allows students to set their own pace for learning and allows teachers to provide needed support to identify and close any achievement gaps. Although the requirement is for students to meet with their independent study teacher individually for one hour per week, supplemental services are provided to ensure students have increased support in developing academic, behavioral, and social-emotional skills. All students are provided Common Core State Standards (CCSS) aligned curricula and materials.

The MCIA student population consists of a wealth of diverse backgrounds. Per the 2022 California School Dashboard, 16.9% of MCIA students are English Learners (EL) with Spanish being their primary language. The MCIA student body consists of 76.3% Hispanic, 8.5% White, 1.7% African American, 1.7% Asian students, with 10.1% not reporting their ethnicity. Also, the 2022 California School Dashboard identified 83.1% as Socio-economically Disadvantaged (SED), 16.9% English Learners, 0% Foster Youth (FY), 3.4% Homeless, and 6.8% as Students with Disabilities with the majority of these students entering MCIA with existing Individualized Education Plans (IEPs), while others have been assessed and determined eligible for services since enrolling here. Service delivery models include one-on-one instruction and small group instructional support, as well as utilizing special education staff to support student learning in an inclusive setting. Instructional strategies and actions/services are implemented that benefit all student groups, including those specifically identified in this document.

MCIA's current 2022-2023 enrollment is 52 students, grades K-8. The key to student success is the assignment of a certificated teacher who leads students and parents through individualized instruction and learning, and provides one-on-one, site-based instruction. This approach encourages students to be highly involved in their learning, learn self-motivation, becoming competent lifelong learners, and also requires a

significant amount of support and structure from parents to increase the academic success of the child. Families choose our program for a variety of reasons, including physical and emotional safety, family dynamics, discipline (expelled youth), or religious reasons. Over the past four years, enrollment at MCIA has increased, but attendance rates have dropped to the following in the past two years, in part due to the COVID-19 pandemic:

2018-19 = 91.7% with total ADA 52.16  
2019-20 = 85.5% with total ADA 56.41  
2020-21 = 81.5% with total ADA 46.10  
2021-22 = 85.3% with total ADA 51.35  
2022-23 = 92.3% with total ADA 45.74

MCIA's attendance averaged 85% but the 2022 California School Dashboard shows 51.5% of students as "chronically absent". Efforts to increase student and family connections to MCIA continue to be a priority to decrease the number of students with high Chronic Absenteeism rates. English Learners made significant progress toward English language proficiency (76.9%) compared to the state percentage of 50.3%. Based on the 2021-22 CAASPP results in ELA and Math, MCIA students scored 11.76% meeting or exceeding standard and 37.25% nearly meeting standard in ELA, and 0% meeting standards with 11.76% nearly meeting standard in Math.

## Reflections: Successes

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

State assessments:

After a hiatus from 2019, the California School Dashboard results were again reported in 2022. MCIA staff expected declines in the median scale scores of our students and their resulting distance from standard, due to the disruptions in instruction and traumatic experiences of the past few years. MCIA staff were gratified to see significant improvements in ELA results as follows:

ELA (CHANGE FROM 2019)  
OVERALL -80.2 12.8 IMPROVEMENT  
English Learners n/d  
Socio-Economically Disadvantaged -77.6 17.6 IMPROVEMENT  
Students with Disabilities n/d

STATE CAASPP ASSESSMENTS (MEETING OR EXCEEDING STANDARD IN ELA):  
ELA OVERALL. 11.76% (Madera County, 33.5%)  
English Learners 0% (Madera County, 9.9%)  
Socio-Economically Disadvantaged 12.5% (Madera County, 29.3%)

## Students with Disabilities n/d

"Distance from Standard" results show that curricular and instructional improvements MCIA staff have made in the last few years appear to be having a positive effect on the overall achievement, and in closing academic inequalities between Low-Income students and the overall student population. This result is underscored by the "meeting or exceeding standard" percentages, and both results show Low-Income students outperforming the overall population. However, we must not lose sight that, when compared to their peers countywide, there are significant inequalities in results for our Low-Income students and English Learners.

MCIA staff also utilizes i-Ready diagnostics, common formative assessments and prescriptive intervention lessons to support sub-skill growth in ELA and Math. All MCIA students demonstrated the following growth from the 1st to 3rd i-Ready formative assessments in 2022-23: (August to May)

### i-Ready MATH

6% = On grade level

39% = 1 year below grade level

55% = 2+ years below grade level

### Growth:

6% = On grade level (0% on grade level on formative assessment 1)

6% = 1 year below grade level (33% 1 year below grade level on formative assessment 1)

- 11% = 2+years below grade level (66% 2+years below grade level on formative assessment 1)

### i-Ready ELA:

36% = On grade level

24% = 1 year below

40% = 2+ years below

### Growth

23% = On grade level (13% on grade level on formative assessment 1)

- 6% = 1 year below (30% 1 year below grade level on formative assessment 1)
- 18% = 2+ years below (58% 2+years below grade level on formative assessment 1)

Academic Acceleration classes provide support and intervention for all MCIA students as a proactive measure to mitigate learning loss from the COVID-19 pandemic. From i-Ready data described above, student proficiency in ELA and Math decreased since the baseline data was obtained in Spring 2021 Year 1 Outcome. Students attend weekly individual ATT appointments with their teachers and meet for additional support in i-Ready Academic Acceleration classes specific to Math and ELA. Each student's goals for these intervention periods are completely prescribed and aligned to develop skills and sub-skills, and remedy sub-skill weaknesses. Students, teachers and Instructional Assistants focus on each student's subskills to drive academic acceleration toward grade level proficiency.

Teachers accessing professional development is an identified need for increasing student achievement. This goal is met with weekly professional growth and development including, but not limited to, i-Ready Acceleration class curriculum and development, mathematics content and pedagogical training for elementary teachers and SEL training for all teachers.

Based on the 2022 California School Dashboard, zero students were suspended at least one day during the 2021-2022 school year, and at present, zero students have been suspended at least one day for the 2022-2023 school year as well.

Instructional technology, including Chromebooks, hotspots, and hotspot service fees (as needed) are provided to all MCIA students.

All instructional materials K-8 are aligned to the California Common Core State Standards (CCSS).

All teachers are appropriately credentialed for the elementary MCIA independent study program.

## 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.

As noted in the box above, CAASPP results in ELA showing positive results is a heartening affirmation of our improvement efforts. However, CA School Dashboard Math "Distance from Standard" results did not show the same positive growth, as follows:

MATH (CHANGE FROM 2019):

OVERALL	-154.1	1.1 point DECLINE
English Learners	n/d	
Socio-Economically Disadvantaged	-155.4	1.3 point DECLINE
Students with Disabilities	n/d	

While the math results do not show significant inequalities, they do show that our Low-Income students are farther from standard than the overall population, and experienced a greater decline from the baseline year.

STATE CAASPP ASSESSMENTS (MEETING OR EXCEEDING STANDARD IN MATH):

MATH-OVERALL.	0%	(Madera County, 19.5%)
English Learners	0%	(Madera County, 7.3%)
Socio-Economically Disadvantaged	0%	(Madera County, 15.7%)
Students with Disabilities	n/d	



When added to the Dashboard "Distance from Standard" results, and compared to achievement for their peers countywide, inequalities in math results for our Low-Income students and English Learners are readily apparent. Also, clearly seen in the ELA results in the "Successes" section listed above are the inequalities between English Learners and the overall results in that area.

Though the CAASPP assessment numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities.

To address these inequalities, MCIA staff will continue to utilize the i-Ready diagnostic assessment tool to inform student grade level proficiencies and deficiencies and identify needed academic supports in ELA and Math, with an emphasis on the latter. Students will be provided specific learning plans prescribed by i-Ready that target individual sub-skill weaknesses. MCIA staff will disaggregate formative and summative achievement data to inform instruction. All Low-Income students and English learners will use Accelerated Reader as a supplement to daily learning as a means to provide support for reading comprehension skills. All English learners will be provided Designated English Language Development (DELD) instruction to better prepare students for English language proficiency and RFEP reclassification. Teachers, administrators and instructional coaches will meet monthly as an Educational Learning Team to review best instructional practices, discuss curriculum and disaggregate data to maintain a focus on increasing student achievement. All instructional curriculum will be CCSS aligned and all teachers will be appropriately credentialed.

The i-Ready diagnostic results cited above illustrate the majority of students (94% in Math and 64% in ELA) are below grade level. LCAP parent survey data also indicates that 40% of parents and students surveyed would benefit from additional support with academic work. Considering these student academic deficits, MCIA staff will continue to target efforts on supporting their academic needs by focusing on rigorous CORE instruction, reteaching of concepts that students are deficient in and utilizing formative and summative assessment data to address subskill weaknesses. Students requiring additional intervention receive prescriptive lessons in Academic Acceleration Classes. Instructional Assistants are assigned to each student to provide support, reteach and reassess to show mastery of each standard.

Chronic absenteeism continues to be a concern as rates increased from the prior year and the baseline year. Significant inequalities are evident when comparing Low-Income students to the overall population, and Low-Income and Hispanic students per the 2022 California School Dashboard:

OVERALL	51.5%
Hispanic students	54.3%
Socio-Economically Disadvantaged	54.4%
Foster Youth	n/d
Homeless	n/d
Students with Disabilities	n/d

Based on the school-wide Chronic Absenteeism data, MCIA was identified for Comprehensive Support and Improvement (CSI). The plan to address CSI is described in that section of the LCAP.

In order to achieve LCAP Goal 1 and prepare students to be academically ready for the next grade level, MCIA staff needs to increase student attendance rates; which will positively affect academic proficiency. To decrease chronic absenteeism, there is a focus on maintaining rigor and relevance in delivery of instruction with effective professional growth and development for all teachers with strategic interventions for students (Goal 1). Other identified needs from educational partner feedback included student access to technology. This was addressed by issuing 1:1 devices and WiFi hotspots for all MCIA students, which provided the necessary access to all online curricula. EL reclassification also remains an identified need at MCIA. To address this need, staff have been trained in ELA/ELD teaching strategies to increase ELA proficiency and ELPAC results. In addition, all EL students are enrolled in the Academic Acceleration class to address and support their sub-skill weaknesses. Finally, an MCIA teacher participates regularly with an all CAES ELD network. This professional learning community (PLC) meets on a monthly basis to discuss effective teaching strategies, student assessment data and progress monitoring.

## LCAP Highlights

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

During the 2022-23 school year, students in grades K-8 continued to increase learning time by receiving intensive academic support, in addition to the MCIA Independent Study charter requirement of one-hour per week. These efforts were to increase academic proficiency and achievement, specifically in ELA and Math, as well as provide students a physically and emotionally safe place to develop appropriate social skills and behaviors. MCIA is in its fourth year of utilizing i-Ready as a Common Formative Assessment (CFA) in ELA and Math. These assessments provide diagnostic, formative achievement data, to assist teachers in addressing inequalities in students' academic performance and assist students to progress toward grade-level proficiency. In addition, online prescriptive lessons allow students to work on their sub-skill weaknesses from home. MCIA staff will continue to require weekly one-hour appointments and additional Designated ELD instruction for all students classified as English Learners. Additional instructional supports from two Instructional Assistants incorporate prescriptive lessons and resources from the i-Ready program to provide targeted intervention to each student, as well as, other learning support and intervention.

The 2023-24 LCAP update is informed by the comprehensive 2021-24 plan cycle, data collected from state and local assessments, and input from members from each educational partner group at Madera County Independent Academy (MCIA). Educational partner input continues to support and align with the three overarching LCAP goals. The pandemic continues to drive any changes that will be carried over as evidenced through the additional actions added to each of the goals. Shown in the three goals outlined below, MCIA will continue to focus and direct efforts in supporting all students, especially foster or homeless youth, English Learners, and socio-economically disadvantaged students, representing 0%, 16.9%, and 83.1% of the MCIA student population respectively. These three goals also address the eight state priorities: 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, and 8) Course Access. Several key features listed in the MCIA LCAP include: Social-Emotional Foundational awareness for teachers and students, improved academic supports (Academic Acceleration Class) and targeted academic support (i-Ready).

Goal 1: All students will be at or above grade level by the end of the school year academically, socially, and emotionally; all students in grade 8 will be prepared for high school

Key actions in the LCAP supporting Goal 1 include utilizing the i-Ready diagnostic assessment tool to inform student grade level proficiencies and deficiencies and identify needed academic supports in ELA and Math. Students will be provided specific learning plans prescribed by i-Ready that target individual sub-skill weaknesses. MCIA staff will disaggregate formative and summative achievement data to inform instruction. All unduplicated learners will use Accelerated Reader as a supplement to daily learning as a means to provide support for reading comprehension skills. All English learners will be provided Designated English Language Development (DELD) instruction to better prepare students for English language proficiency and RFEP reclassification. Teachers, administrators and instructional coaches will meet monthly as a Educational Learning Team to review best instructional practices, discuss curriculum, and disaggregate data to maintain a focus on increasing student achievement. All instructional curriculum will be CCSS aligned and all teachers will be appropriately credentialed. As a result of these actions, student achievement will increase to greater levels of both academic proficiency and English Learner reclassifications.

Goal 2: The MCIA program will provide resources and services to ensure the social and emotional well-being of every student and staff member to provide a safe environment conducive to learning.

In the 2023-24 school year, MCIA staff will continue to incorporate both internal and external learning opportunities as part of the educational program. MCIA staff are uncertain to specific social-emotional needs that might be present in students and staff. Professional development for staff is intended to identify and support students' social-emotional needs, is scheduled and implemented throughout the school year on Friday morning professional development sessions (7:30 a.m. - 9:00 a.m.). Counseling and Psychological support services will be provided for all students at MCIA. With an increasing awareness of local supports from Madera County Behavioral Health Department, MCIA can refer students and families toward these services when these needs/challenges arise. Partnerships with internal and external sources provide the support and resource platform that will be key to learning and growth for MCIA students. MCIA staff will maintain yearly Parent-Teacher Conferences to promote better home/school communication, continue partnerships with families, and provide meaningful opportunities for family events to build community amongst MCIA families and school staff. Additionally, MCIA staff will address chronic absenteeism by working with parents and students to build strong relationships, increase student attendance and improve student achievement. MCIA staff will continue a positive culture and environment by maintaining 0% suspension rate and a clean and productive campus, as indicated by the annual Fitness Inspection Tool (FIT).

Goal 3: MCIA staff will have greater educational partner participation and input by developing and fostering meaningful parent and family relationships.

With an emphasis on continuing to build and maintain stronger family and community relationships, MCIA will continue with local community partnerships, Parent-Teacher Conferences, parent academic and informational workshops, continued correspondence through ParentSquare and documentation in PowerSchool, and all school-to-home communication. Additional emphasis will be in building stronger family and community engagement. COVID-19 provided MCIA an opportunity to evaluate and refine its communication protocols with students, parents, and leadership. New protocols for communication have been implemented into the new school year and will continue to be refined as needed including enrollment and LCAP surveys for use in gleaning educational partner feedback specific to the overall educational program.

# 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.

MCIA has been identified as eligible for CSI based on low-performance criteria. One of the criterion to be identified is to have all but one of the reported indicators at the "lowest level(s)". On the 2022 CA School Dashboard results, MCIA was assigned performance levels in two areas, Chronic Absenteeism (51.5%) and Suspension Rate (0%). Chronic Absenteeism was at the "lowest level", meaning we met the criteria, since MCIA had only one other area with a reported performance level.

## ***Support for Identified Schools***

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

The District will provide the following support to the identified school in developing and implementing CSI plans:

- Create a CSI Improvement Team consisting of school partners and District leadership;
- Designate a District “lead” to serve as the point of contact for services related to Comprehensive Support and Improvement requirements and activities;
- Provide technical assistance in plan development, monitoring, and evaluation;
- Identify connections between the SPSA and the District’s LCAP to ensure that the school is aware of District-wide actions in the LCAP that can be leveraged to support improvement;
- Provide evidenced-based intervention training and support to the identified school. The selection, implementation, and monitoring of evidence-based interventions should reflect considerations of the school’s needs assessment and local context;
- Develop team capacity in continuous improvement, including PDSA (Plan, Do, Study, Act) cycles;
- Review data collection, analysis, and reporting to improve monitoring and evaluation of actions to address CSI.
- Protect time for improvement work, including regularly scheduled meetings to monitor and review.

The local needs assessment will be conducted by the CSI Improvement Team comprised of the Program Director, teachers from the school, and the Executive Director. The Team will examine student data, classroom practices, and input from other school staff, parents, and students. The District will support the school site staff in the development of the School Plan with the assistance of the Executive Director. The District will also use the services of a consultant with broad experience in SPSA development, state and federal regulations, and plan alignment. The surveys and data used in conducting the local needs assessment included in the School Plan are administered by the District, which will support release time, as needed, for data evaluation and root cause analysis by the school staff. The District's Fiscal Manager will provide support in fiscal analysis to determine if any resource inequities existed.

Evidence based interventions will be identified and selected through a process of examining research into the nature of the intervention, its effect size, and consideration of the likelihood of success within the local context. Since they will be implemented school wide, all teachers will participate in the consideration and selection of the interventions.

Possible resource inequities will be identified by examining the data and educational partners' input during the needs assessment, and the review of District and school-level budgets cited above. The Executive Director, Fiscal Manager, and the consultant will provide support to the Program Director and site staff regarding how resource inequities might be identified, and that all resources, not just fiscal, must be examined.

### ***Monitoring and Evaluating Effectiveness***

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

The Charter school will monitor and evaluate the plan in the following manner:

- Plan approval by the MCSOS Board of Trustees by the end of June, 2023, and prior to approval of the school's LCAP;
- Regularly scheduled meetings – at least four times per year – of the CSI Improvement Team consisting of school partners and District leadership. Meetings shall include:
- Review and analysis of data related to metrics identified in the school's CSI plan, and identification of next steps to be taken based on that analysis;
- Review and analysis of data related to 'implementation progress markers" identified in the school's CSI plan, and identification of next steps to be taken based on that analysis;
- The effectiveness of the plan shall be based on whether the actions in the plan are being implemented in a timely fashion, and whether the ongoing absenteeism data show the rate to be declining with implementation of the plan. The final evaluation of its effectiveness will be based on the school exiting CSI.
- Reports to the Superintendent or designee regarding progress;
- Summative review, analysis, and evaluation of the plan to determine if revisions to the CSI plan and/or LCAP are recommended for the following year.

# 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 Partner input and feedback is a valuable process in the evaluation and development of the annual LCAP. MCIA staff 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 Zoom format. Translation services were also provided at each meeting, as needed, and staff 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, MCIA staff hosted a series of Educational Partner input meetings scheduled as follows:

8/8/22-present: CAES Enrollment Survey provided for all parents upon enrollment of their children in any CAES program

1/10/23-1/13/23 : CAES Staff LCAP Survey sent via email to all CAES support staff, school counselors, instructional assistants, teachers, principals and administrators:

1/30/23-2/10/23: LCAP Survey Window Open - Google Link sent via ParentSquare to all CAES (MCSOS/PTC/MCIA) parents and students in both English and Spanish.

3/16/23: School Site Council and English Learner Advisory Council meetings held from 1:00-3:30pm (held via Zoom)

5/12/23: MCIA LCAP Goals and Actions review to staff for input and CSI Roots Cause Analysis for Chronic Absenteeism Rate

5/16/23: Parent Advisory Committee, Educational Partner Information and Input on LCAP held via Zoom.

<https://us02web.zoom.us/j/8917592723?pwd=ZHo3ZlNVME9ZS2U1dHFTOHhBb2FOZz09>

5/18/23: School Site Council held from 1:00-2:00pm (held via Zoom) and discussed Goals, Actions and CSI Plan.

5/18/23: ELAC held from 2:30-3:30pm in person and discussed Goals, Actions and CSI Plan.

June 6, 2023: The School Site Council Input Meeting was held. The SSC has functioned as the PAC for the school since the initial LCAP. A draft of the plan was presented at this meeting. There were no questions or comments requiring a written response from the Superintendent.

June 6, 2023: The English Learner Advisory Committee (ELAC) representative(s) was presented a draft of the plan for comment and suggestions. There were no questions or comments requiring a written response from the Superintendent.

The Public Hearing on the LCAP was held on June \_\_\_\_, 2023

The LCAP was adopted by the Madera County Board of Education on June \_\_\_\_, 2023. At that Board meeting, the Local Indicators report was presented prior to LCAP approval. The District's 2023-234 budget was approved subsequent to the LCAP.

A summary of the feedback provided by specific educational partners.

MCIA 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, and families believe MCIA programs are meeting the needs of English learners, and MCIA are preparing students for life beyond high school. Of the results returned, 95.0% of parents strongly agree/agree the school promotes academic success for all students. 75.0% 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, 80.0% of parents 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 92.7% of students agree/strongly agree their teacher is very knowledgeable in their subject area, 84.6% strongly agree/agree they feel comfortable reading and writing in English, 93.7% strongly agree/agree their teacher encourages them to be successful. 93.6% agree/strongly agree their teachers give them enough time to complete their work and 88.4% of students agree/strongly agree they receive the support they need from their teachers. These responses support the MCIA Goal 1.

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 69.4% 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), 58.3% rated high or full implementation in making progress toward providing professional learning for the California academic standards and/or curriculum frameworks in Mathematics, and 69.4% 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, MCIA staff is assured that parents are highly comfortable with the learning environment for their child. The following feedback strongly supports MCIA Goal 2: 95.0% of parents strongly agree/agree the school has created a welcoming environment (friendly and helpful) for their child(ren), 95.0% strongly agree/agree their child's school has clean and well-maintained facilities, 90.0% strongly agree/agree their child feels safe at their school and that the school takes parent concerns seriously. Furthermore, 80.0% of parents strongly agree/agree the staff at their school builds a trusting and respectful relationship, while 70.0% 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, 92.2% strongly agree/agree their school buildings are clean, 88.7% strongly agree/agree the staff at my school treats students fairly, 92.7% strongly agree/agree their school has very clear expectations for student behavior. In addition, 89.8% strongly

agree/agree they feel safe at their school, 88.3% strongly agree/agree the staff at my school care about students, and 80.4% 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 80.5% 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.), 75.0% 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 41.7% 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 greatly recognized 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: 93.0% strongly agree/agree the school utilizes two-way communication, 85.0% strongly agree/agree the school staff communicates with them on a regular basis, 70.0% strongly agree/agree the school supports and builds capacity of family members to participate in advisory groups like SSC/ELAC/PAC, 80.0% 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 85.0% 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 72.7% of students strongly agree/agree their parents feel welcome at their school, 66.3% strongly agree/agree their teacher speaks to/communicates with the parent/guardian on a regular basis, and 29.3% strongly agree/agree their parents participate in school events. While this data supports the effectiveness of certain aspects of MCIA 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 MCIA parent survey data is powerful, only one in five parents responded. MCIA 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 MCIA 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 63.9% 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, 55.6% 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, 50.0% 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 47.2% 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.



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

With the three goals of the MCIA LCAP created with educational partner input for the previous LCAP, student achievement data and educational partner input continue to demonstrate that MCIA's efforts are focused on the previous 3 goals. The following goals continue to remain the focus of this plan for school year 2023-24. 1) All students will be at or above grade level by the end of the school year academically, socially, and emotionally; all students in grade 8 will be prepared for high school. 2) The MCIA program will provide resources and services to ensure the social and emotional well-being of every student and staff to provide a safe environment conducive to learning. 3) MCIA staff will have greater educational partner input and input by developing and fostering meaningful parent and family relationships.

Continued aspects of the LCAP influenced by specific educational partner input (see attached parent and student survey results and overview above):

- 1) Most MCIA students are not achieving academically at grade level. Goal 1 - Actions 1, 2, 3, 4, 6, 7
- 2) Continued Professional growth and development for staff in the areas of ELA, Math and social-emotional learning, promotes success for all students. Goal 1 - Actions 3, 7
- 3) As indicated by survey responses, MCIA is a safe and well maintained campus which promotes a positive learning environment for all students. MCIA also addresses any parent concerns, accessible two-way communication, and decision making by all educational partners. Goal 2 - Actions 5, 7; Goal 3 - Actions 2, 3.
- 4) Survey responses from parents (18%) continue to be fewer than anticipated, but increased communication with parents and opportunities for parents to be involved with MCIA events will be greater. Goal 3 - Actions 3, 4

New aspects of the LCAP influenced by specific educational partner input:

- 1) Sustaining a 1:1 technology program. When looking to reopen schools in the Spring of 2021, surveys were sent out to parents and students asking what technology support would be needed for each MCIA student. In response, 2/3 of families expressed a need for a Chromebook, a Wi-Fi hotspot, or both. This technology plan led to MCIA continuing to be a 1:1 technology program. This need led to Goal 1-Action 10.
- 2) Based on feedback from the Parent LCAP survey, Social-Emotional Services access and training will be expanded to meet the needs of MCIA's 83.1% socio-economically disadvantaged (SED) students. Goal 2-Action 3.
- 3) Based on feedback from teachers, parent and student data, expanding professional development in the 2022-23 school year supported student learning and achievement through staff professional development and for greater teacher knowledge, parental support, and how MCIA increases student achievement. Goal 1-Actions 6, 7.

# Goals and Actions

## Goal

Goal #	Description
1	All students will be at or above grade level by the end of the school year academically, socially, and emotionally; all students in grade 8 will be prepared for high school.

An explanation of why the LEA has developed this goal.

MCIA students are currently performing below grade levels as measured by i-Ready assessments. Reading assessment results indicate that 81% of students are at least one or more years behind grade level, while math assessment results yield that 84% of K-8 are one year or more behind grade level.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Percentage of students performing at grade level in ELA and Math on i-Ready.	Baseline results yield that 26% of students are at grade level in ELA, while math assessment results yield that 16% of K-8 are at grade level.	As of December 2021, 20% of MCIA students are at grade level in ELA and 12% in Math as measured by i-Ready, students regressed in grade level proficiency in both ELA and Math by 6% and 4% respectively.	i-Ready Data, D3-May 2023  Grade Level ELA: 36% grade level proficient Grade Level Math: 6% grade level proficient		Grade-level proficiency will grow 10% annually.
2. Number of EL students being reclassified.	Zero students have been reclassified in the last three years.	ELPAC assessments will begin in March 2022. Data provided in June 2022.	Two MCIA students were reclassified in 2022-23.		10% of all EL students will be reclassified annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. Percentage of teachers accessing professional development (PD)	100% of teachers and staff receive professional development of 90 minutes embedded into the weekly instructional schedule. In addition, teachers and staff are strongly encouraged to access relevant professional development throughout the year.	100% of all MCIA teachers are engaged in weekly professional development. Staff members are also encouraged to seek relevant PD outside of MCIA. 33% of MCIA teachers accessed external PD.	100% of teachers participated in professional development trainings with CAES colleagues from MCSOS and PTC led by MCSOS/CAES/FCSS staff in the areas of Math pedagogy and instructional practices, Multi-Tiered Systems of Support (MTSS), WASC Self-study and Social-Emotional Learning.		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. Increased number of teachers accessing professional development through other professional educational organizations.
4. Academic proficiency as measured by the ELA SBAC assessment.	2020-21 SBAC results in ELA show MCIA 8th grade students' mean scaled score of 2454.8, which is 112.2 points below standard met (Data for all other grade levels was not available to smaller cohorts.)	Assessment to be given in Spring 2022. Data provided in June 2022.	Per 2022 CA School Dashboard:  Overall: 80.2 points below standard Hispanic: 75.4 points below standard		Annually increase SBAC mean scale score by 40 points.
5. Academic proficiency as measured by the	2020-21 SBAC results in Math show MCIA 8th grade students'	Assessment to be given in Spring 2022.	Per 2022 CA School Dashboard:		Annually increase SBAC mean scale score by 70 points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math assessment.	mean scaled score of 2371.9, which is 214.1 points below standard met (Data for all other grade levels was not available to smaller cohorts.)	Data provided in June 2022.	Overall: 154.1 points below standard Hispanic: 149.7 points below standard		
6. Academic proficiency on the SBAC ELA and Math assessments for SED students.	2019 SED students' SBAC 12.3% proficient in ELA and 0% proficient in Math	Assessment to be given in Spring 2022. Data provided in June 2022.	Per 2022 CA School Dashboard:  ELA: 77.6 points below standard Math: 155.4 points below standard		Annually increase SBAC academically proficient scores by 5%.
7. Percentage of students receiving instruction and instructional materials aligned with Common Core State Standards (CCSS).	100% of students have standards based instruction and instructional materials.	100% of MCIA students are receiving standards-based instruction and all curriculum is aligned to CCSS.	100% of MCIA students are receiving standards-based instruction and all curriculum is aligned to CCSS.		100% of students receive standards based instruction and instructional materials.
8. Percentage of teachers appropriately credentialed.	100% teachers are appropriately credentialed in 2020-21.	100% teachers are appropriately credentialed in 2021-22.	100% teachers are appropriately credentialed and assigned.  [DataQuest]		100% of all teachers will be appropriately credentialed in 2023-24.
9. Percentage of students with access to instructional technology.	During 2020-2021 school year, 100% of students were provided access to instructional	100% of students were provided access to instructional technology, including Chromebooks and	100% of students were provided access to instructional technology, including Chromebooks and		100% of students will have access to instructional technology.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	technology, including 1:1 Chromebooks and Hotspots.	WiFi Hotspots for schoolyear 2021-22. 47.2% of students utilized the offering.	WiFi Hotspots for schoolyear 2022-23. ***47.2% of students utilized the offering.		
10. Percentage of instructional staff trained in Multi-Tier Support Systems (MTSS)	New action for SY 2022-23	To begin training in the SY 2022-23.	100% of the staff began MTSS training during SY 2202-23		100% of all Instructional staff trained in Multi-Tier Support Systems (MTSS)
11. English Learner Progress Indicator (ELPI): Percentage of EL Making Progress Towards English Language Proficiency	New metric for 2022-23	New metric for 2022-23	Per 2022 CA School Dashboard:  76.9% of English Learners making progress toward English Language Proficiency		Annually increase ELPI scores for English Learner Progress by 5%.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math.	To affect greater academic achievement for low-performing SED students, i-Ready diagnostic assessments will be used to measure academic proficiency in ELA and Math (i-Ready was purchased in 2021-22 for 3 years.) School year 2021-22 i-Ready diagnostic results (December 2021) indicated 20% of MCIA students are on grade level in ELA and 12% on grade level in Math. Comparing student data with 2020-21, ELA (26%) and Math (20%) yielded a 6% learning loss in ELA and 4% learning loss 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 and meet regularly to disaggregate data to drive	\$184,466.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instruction and increase student learning. All i-Ready results will be printed and sent home to parents during the 4 reporting periods of the school year.		
1.2	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math	This action is a continuance of Action 1.1. Two full-time Instructional Assistants (IAs) will assist low-performing SED students with additional instruction in small group settings to mitigate learning loss. The support of IAs will be principally directed to Unduplicated Pupils in grades K-8 by providing individual or small group accelerated interventions using i-Ready prescriptive supports. Additional instructional materials will be purchased to support classroom instruction, as needed.  Title I	\$87,513.00	No
1.3	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math	This action is a continuance of Action 1.1. Based on low-performing SED student achievement scores in mathematics as measured by SBAC assessments(0% proficient 2020-21 testing cycle), i-Ready formative assessment (12% grade-level proficiency in math), MCIA will contract with Fresno County Superintendent of Schools to provide focused, on-going professional development in Math to all teachers and other staff members for effectively teaching math. Aside from the pedagogy to improve instruction, teachers will develop mathematical mindsets and understand the foundational math requirements to better prepare students to be successful at the next grade level. This professional development will improve teachers' instructional practices, and ultimately close the achievement gap for MCIA SED students in K-8 mathematics.	\$6,450.00	No
1.4	Use LAS Links and i-Ready to increase EL	Because MCIA has not reclassified any EL students in the last three years, and to support EL students in achieving English Language reclassification, MCIA staff will use LAS Links and i-Ready English	\$19,821.00	No

Action #	Title	Description	Total Funds	Contributing
	Student Reclassification	<p>Language Proficiency Assessment as the local assessments to meet reclassification criteria. LAS Links provides English Language proficiency results in the 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. Currently, no students have been reclassified in the last 4 school years. MCSOS ELA/ELD Program Director will continue to work with teachers to incorporate research-based instructional strategies to academically support EL students. The strategies will be implemented in individual or small group settings. LAS Links data will guide instructional practices to focus on specific language domains.</p> <p>Title I</p>		
1.5	Professional Development for Certificated and Classified Instructional Staff	<p>MCIA professional development is designed around meeting 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 unduplicated pupils. 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. Professional Development to be offered by MCSOS on a weekly basis for 90 minutes per week, aside from PD accessed by staff through other professional educational agencies. Professional development opportunities will be provided to all staff to support the use of standards-aligned curriculum and pedagogy.</p> <p>Title I &amp; II</p>	\$1,300.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Providing Instruction and Instructional Materials to Increase Student Achievement in ELA and Math	MCIA staff will provide instruction and instructional materials to support students' academic growth as measured by SBAC assessments. Summative ELA/Math SBAC assessments will be administered by teachers and summative data will be analyzed by administrators, teachers, and academic counselors. Data analysis will identify student strengths and weaknesses, as well as inform instruction and curricular needs of the MCIA program.	\$167,872.00	No
1.7	Provide Instruction and Instructional Materials to Increase SED Student Achievement in ELA	Based on 2020-21 SBAC results in ELA, MCIA students scored 7.9% meeting or exceeding standard (academically proficient) and 21% nearly meeting standard. MCIA staff will provide instruction and instructional materials to support SED students' academic growth as measured by SBAC ELA and Math assessments. Summative SBAC, ELPAC, LAS Links and i-Ready assessments will be administered by teachers and results will be analyzed by administrators, teachers, and academic counselors. Additional copies of instructional materials will be provided for students for home use.	\$2,000.00	Yes
1.8	Provide and Purchase Accelerated Reader Program	Materials will include textbooks, Accelerated Reader (books and software), and online software/curriculum.	\$25,000.00	No
1.9	Retain Highly Effective Teachers	MCIA 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. MCIA will also offer competitive salaries to increase teacher retention.	\$0.00	No
1.10	Provide Technology Access for SED Students	Based on Educational Partner input, only 44% of all SED parents stated their child (ren) have access to technology (Chromebooks and Wifi hotspot) To address this need, these are issued on an annual	\$10,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		basis to families and returned at the end of the year. Student learning is enhanced using Chromebook technology by the following: full access to curricula, digital citizenship, and frequency in using all formative and summative online assessments. Additional needs may include curriculum to support core academic instruction, elective digital citizenship, associated monthly service fees and replacement costs.		
1.11	Maintain Low Student to Teacher Ratio by Adding a Teacher	MCIA student to teacher ratio could be as high as 29:1, but during the 2021-22 school year, MCIA was below 25:1. An additional teacher allows students to receive increased support from all teachers, since teacher caseloads are lower. SED students will improve academic achievement in ELA and Math through the increased support.	\$72,104.00	Yes
1.12	Multi-Tiered Support Systems (MTSS) Professional Development	Needs assessment information and educational partner feedback identified low attendance rates in PowerSchool, lack of ELA/Math progress (SBAC/i-Ready) high SEL concerns (parent LCAP surveys), and low EL reclassification rates. Instructional staff will be trained in Multi-Tier Support Systems (MTSS) for 2022-23 school year to address all areas of student growth.  Title II	\$1,800.00	No

## Goal Analysis [2022-23]

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.

Action 1.1: Teachers implemented the i-Ready program. i-Ready diagnostic assessments were successfully used to assess academic progress in ELA and Math. Teachers assigned i-Ready lessons as part of the required classwork and met regularly to disaggregate data to inform instruction. All i-Ready results were printed and sent home to parents during the four reporting periods of the school year.

Action 1.2: Two full-time Instructional Assistants (IAs) assisted low-performing SED students with additional instruction in small group settings to mitigate learning loss.

Action 1.3: Professional development in Math to all teachers and other staff members was provided successfully. This action will be carried-over with continued implementation in 2023-24.

Action 1.4: The Program Director (bilingual coordinator), along with the academic counselor, successfully implemented an assessment review process and consultation with teachers, resulting in reclassifications.

Action 1.5: MCIA has a robust internal professional development calendar that occurred on a weekly basis and included sessions on MTSS, math pedagogy, ELD instruction, SEL and WASC for all teachers, administrators and instructional assistants. Due to these extensive offerings, teachers did not access external professional development offerings from other educational organizations.

Action 1.6: MCIA was successful in providing instruction, including support staff and materials. Assessments were administered as planned, and results evaluated to make instructional decisions.

Action 1.7: Instructional support for SED students was successfully implemented but, due to lower-than expected enrollment, the additional materials covered by this action were not needed.

Action 1.8: AR was implemented as planned.

Action 1.9: MCIA was successful in retaining highly effective teachers.

Action 1.10: Chromebooks and hot-spots were made available for loan to SED students to take home, as needed or requested.

Action 1.11: An additional teacher was successfully hired but left and was not replaced due to low student enrollment. Due to the lower enrollment, the smaller class sizes were still maintained.

Action 1.12: MTSS professional development activities were provided as planned, and implementation has begun.

#### 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.

1.1: Over Budgeted, as the actual expenditures for i-Ready instruction, materials and support were less than expected due to fewer students than projected.

1.7: Over Budgeted, as the \$2,000 budgeted for additional materials was not expended due to lower-than-expected enrollment.

1.8: Over Budgeted, because prior years' federal funds were used to purchase materials and licenses so no current expenditures were necessary.

1.10: Over Budgeted, as there was less of a need by students than that for which we budgeted.

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

The overarching expectations for all of the actions in this goal are to improve academic outcomes for Low-Income students, English Learners, and Foster Youth, and to reduce inequalities between the outcomes for our students as compared to their peers county-wide. Based on the state's assessment data, these action have had a positive impact in meeting these expectations in ELA. As shown in the Identified Needs section, "Distance from Standard" results show that curricular and instructional improvements MCIA staff have made in the last few years appear to be having a positive effect on the overall ELA achievement, and in closing academic inequalities between Low-Income students and the overall student population. This result is underscored by the "meeting or exceeding standard" percentages, and both results show Low-Income students outperforming the overall population. However, we must not lose sight that, when compared to their peers countywide, there continue to be significant inequalities in results for our Low-Income students and English Learners.

While the math "Distance from Standard" results displayed above do not show significant inequalities, they do show that our Low-Income students are farther from standard than the overall population, and experienced a greater decline from the baseline year. State CAASPP assessments show that the no students are meeting or exceeding standard in math, and that MCIA students are far behind their peers county-wide. When added to the Dashboard "Distance from Standard" results, and compared to achievement for their peers countywide, inequalities in math results for our Low-Income students and English Learners are readily apparent.

The state assessment results are "lagging" indicators (data from the prior year) and may not always give an accurate view of the impact of these actions. Our i-Ready data, on the other hand, is current and indicates that our efforts in these actions in 2022-23 have been more effective. In math, we have seen a 6% growth in the percentage of students on grade level over the course of the year, and a 6% growth in those 1 year below grade level. In ELA, growth has been 23% over the course of the year for those on grade level.

Action 1.4 also was somewhat effective, as the number of students reclassified as Fluent English Proficient (RFEP) increased from none in prior years to two in 2022-23 and the rate of students making appropriate progress in acquiring English language skills was 77%.

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.

"English Learner Progress Indicator" added to Measuring and Reporting Results to align with state accountability.

Desired Outcome for teacher assignment data revised to 2023-24.

Action 1.6 due to low student enrollment in MCSOS programs during school years 2021-22 and 2022-23, one school counselor position has to be eliminated which includes the duties of supporting MCIA students.

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

# Goals and Actions

## Goal

Goal #	Description
2	The MCIA program will provide resources and services to ensure the social and emotional well-being of every student and staff to provide a safe environment conducive to learning.

An explanation of why the LEA has developed this goal.

In order to be a conducive learning environment for all students, each child must feel safe emotionally, physically, and cognitively. MCIA will maintain effective and supportive learning environments that assist families in feeling connected to the program, and increase participation in advisory committees and other feedback opportunities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. 100% of SED students will have external learning opportunities to participate in classroom and outside of school.	In school year 2019-20, 100% of students participated in classroom and extended learning opportunities, which included field trips.	Due to COVID-19, all external learning opportunities were suspended. However, 100% of SED students were provided learning opportunity guest speaker with "Reptile Ron." 75% of MCIA students attended the event.	In school year 2022-23, 100% of students had opportunities to participate in classroom and extended learning opportunities, which included math family night and virtual and live field trips.		100% of SED students will be encouraged to participate in classroom learning and extended learning opportunities.
2. Transportation provided to MCIA students who qualify or are in need.	MCIA staff provides Madera Express (MAX) tickets/vouchers to access public transportation for all students.	Students have been provided transportation by parent or guardian. To date, 0% of parents were unable to request Madera Area	Students have been provided transportation by parent or guardian. To date, 0% of parents requested Madera		100% of students needing transportation to school will be provided vouchers/tickets for local public

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Express passes (MAX) due to COVID-19 suspension of MAX services.	Area Express passes (MAX).		transportation to school.
3. 100% of students accessing academic and behavioral health counseling services.	100% of students have access to academic or behavioral counseling services as needed.	100% of students have access to academic or behavioral counseling services by school counselor.	100% of students have access to academic or behavioral counseling services by school counselor.		100% of students needing academic, behavioral, or social-emotional counseling will receive services on site.
4. Number of school-wide events annually for parents and families.	MCIA hosts Open house in the Fall and Family Appreciation Day in the Spring annually.	Due to COVID-19 restrictions, in lieu of an Open House, individual Parent-Teacher conferences were held in October 2021.	MCIA hosted 4 schoolwide events for SY 2022-23 including Halloween STEM Day, Parent Teacher Conferences, Family Math Night, and Spring SEL Family Day.		Host at least two school-wide events annually to invite parents and families to our school, at least one in the fall semester and one in the spring semester.
5. The Facilities Inspection Tool (FIT) Score	The Facilities Inspection Tool (FIT) tool results for 2020 show MCIA campus graded as "Good Repair."	The Facilities Inspection Tool (FIT) tool results for 2021 show MCIA campus graded as "Good Repair."	The Facilities Inspection Tool (FIT) tool results for October 2022 show MCIA campus graded as "Good Repair."		The FIT will show MCIA evaluated to be in "Good Repair" annually.
6. Chronic absenteeism for SED students.	Chronic absenteeism for SED students is 53.5% as shown in Data Quest for the most recent available data (2018-19).	Due to COVID-19, student attendance has decreased significantly. According to Dataquest, MCIA is currently at 56.7% chronic absenteeism.	Per 2022 CA School Dashboard:  Overall: 51.5% SED: 54.4% Hispanic: 54.3% EL: 47.6% Two or More Races: 36.4%		Chronic absenteeism will decrease by 5% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			White: 41.7%		
7. Percentage of students and parents feeling safe and supported by school staff.	At least 90% of students report feeling safe at school, and at least 90% of students report feeling that MCIA staff cares about them according to survey data collected in Spring 2021 LCAP Survey.	As per Spring 2022 LCAP survey, 86.2% of students, and 92% of parents stated they feel safe on campus.	As per Spring 2023 LCAP surveys, 89.8% of students, and 90% of parents stated they feel safe on campus.		100% of students will report feeling safe at school, and 100% of students will report feeling that MCIA staff cares about them on school surveys to be completed by all students annually.
8. Student suspension rate	SY 2019-2020 showed MCIA suspension rate was 0%.	SY 2021-2022 MCIA suspension rate is 0% (March 2022)	Per 2022 CA School Dashboard: 0% of students have been suspended		Maintain 0% student suspension rate as measured by PowerSchool.
9. Student attendance rate.	MCIA student attendance rate was 85% for January 2020 as reflected in Power School (SIS).	As of January 2022, MCIA was at 81% attendance rate.	As of May, 2023, MCIA was at 93.1% attendance rate.		All students will maintain seat-time attendance of at least 90% annually.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide external learning opportunities for students.	As means of positively impacting chronic absenteeism, external learning opportunities such as field trips and guest presentations for students will be offered to increase connectedness to school. Teachers will plan field trips and invite guest presenters to enhance student learning and increase connectedness to school. Virtual field trips can also contribute to learning goals. Academic counselors to	\$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide workshops on career exploration, SEL, and other relevant topics.		
2.2	Provide Student/Parent Transportation Assistance	<p>Bus tickets/vouchers will be provided to students/parents whose families have mobility issues or economic challenges to attend MCIA or MCIA events. School staff will provide vouchers to those requesting and document the amount given individually and collectively.</p> <p>Title I Title I</p>	\$500.00	No
2.3	Provide Social-Emotional Learning Services	<p>To support improved student outcomes in academic performance and school engagement and close gaps on state and local measures, MCIA will create school environments that welcome and support all student populations. Provide staff resources to teach, model, and practice social-emotional learning skills that support a positive climate for learning and work. All teachers will incorporate digital citizenship lessons to teach and model appropriate, responsible use of technology. Professional development for teachers and instructional staff will address their own SEL needs and better equip them to evaluate and support the needs of students. All teachers will teach, model and support positive SEL behaviors. School counselors to provide lessons on a variety of topics that affect social-emotional learning and better prepare students to cope with challenges in academic achievement. School psychologist will provide referrals or direct services to identified students as needed. School psychologist will also provide professional development to staff for resources, services, procedures and best practices for students needing SEL interventions.</p>	\$11,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
2.4	Host Annual School Events	At least two events held annually to support greater school connections. Administrators, academic counselors, teachers, and other staff plan to make preparations to provide engaging opportunities (Open House, Parent-Teacher Conferences and Family Appreciation Day) for all MCIA families.	\$600.00	No
2.5	Maintain School Facilities	The link between student learning and desire to be at school is a clean, well-maintained campus that fosters student learning. MCIA staff maintains quality learning facilities by ensuring good communication with maintenance and facilities staff. Work orders are submitted and attended to in a timely manner, while prioritizing any requests that may pose any safety concerns.	\$100,000.00	No
2.6	Decrease Chronic Absenteeism	Understanding that academic success increases dramatically when students attend school, MCIA staff believe all students achieve more when they attend on a regular basis. MCIA's goal is to decrease chronic absenteeism through effective home-school communication, building positive relationships, ParentSquare messages, parent meetings, student recognition and home visits by administrators, academic counselors, and school psychologist. Students improving attendance at school are recognized by school attendance awards (see Goal 2, Action 9.)	\$1,000.00	Yes
2.7	Maintain a Safe School Environment	When students feel physically, cognitively, and emotionally safe at school, they are able to optimize their learning. Increase home to school communication through the use of "StopIt" app (safety reporting web-based application) and ParentSquare to allow for safe and orderly communication between the school and students or parents. Teachers will have frequently translated communication with parents to share victories, concerns, or invitations for parents to school events.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Maintain Suspension Rate	Maintain zero 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 parents communicated in English and Spanish. Parent conferences support communication between home and school, as well as student report cards, progress reporting and regular home contacts.	\$0.00	No
2.9	Increase Attendance Rate	Increase student attendance rates by celebrating and recognizing positive behavior through the use of incentives. Each teacher recognizes a student of the month on a monthly basis. Additionally, students with perfect attendance will be celebrated monthly with certificates and other school incentives.  Title I	\$800.00	No

## Goal Analysis [2022-23]

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.

Action 2.1: This action was successfully implemented, as all students had opportunities to participate in classroom and extended learning activities, which included math family night and virtual and live field trips.

Action 2.2: This action was implemented as planned, with bus passes made available. The challenge, if it may be termed that, is that there were no requests for passes.

Action 2.3: All teachers successfully incorporated digital citizenship lessons as part of their instruction. Professional development for teachers and instructional staff was provided, as planned. All teachers taught, modeled and supported positive SEL behaviors as observed by administrators. School counselors provided lessons on a variety of topics to better prepare students to cope with challenges in academic achievement. A school psychologist provided direct services to identified students, as needed and requested.

Action 2.4: MCIA hosted four school-wide events for 2022-23, including Halloween STEM Day, Parent Teacher Conferences, Family Math Night, and Spring SEL Family Day, so we were successful in exceeding our expected measure.

Action 2.5: The school staff ensured that work orders are submitted and attended to in a timely manner, prioritizing any requests that posed any safety concerns, and were successful in doing so.

Action 2.6: Home-school communication was effectively and successfully conducted, primarily through ParentSquare messages. Parent meetings were also held, and home visits conducted by administrators and academic counselors. Students improving attendance at school are recognized by school attendance awards.

Action 2.7: School-to-home communication was successfully increased through the use of ParentSquare, which allowed for safe and orderly communication between the school and students or parents. Additionally, the "StopIt" app (safety reporting web-based application) gave students and parents another means of feeling enhanced safety. Teachers frequently communicated with parents to share victories, concerns, or invitations for parents to school events.

Action 2.8: As with the two actions above, effective and frequent school-home communication was successfully implemented to deal with concerns before they could grow into problems.

Action 2.9: Students were recognized, and MCIA plans on increasing student recognition opportunities in 2023-24.

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

Action 2.1: Over Budgeted. The costs for live field trip transportation was less than expected.

Action 2.2: Over Budgeted. There were no requests for bus passes.

Action 2.3: Under Budgeted. Rates for the school psychologist increased.

Action 2.4: Over Budgeted. This was a small (\$600) budget to begin with, and the costs for family nights were minimal.

Action 2.6: Over Budgeted. Due to the effectiveness of ParentSquare, the need for mailings was less than planned.

Action 2.9: Over Budgeted. Recognition was not implemented to the extent planned, so the expense was negligible.

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

Action 2.1: This action appeared to have been effective, as 100% of students had opportunities to participate in classroom and extended learning opportunities, which included math family night and virtual and live field trips. While the 2022 chronic absenteeism rate seems to indicate that it was not effective, the attendance rate cited in the above metrics indicates that this action has caused improvement that will be reflected in the 2023 Dashboard..

Action 2.2: We are not able to make a clear evaluation of the effectiveness of this action; the transportation was available as planned, but there were no requests for services or passes.

Action 2.3: With 100% of students having access to academic or behavioral counseling services by school counselor, this action has been effective in ensuring those services.

Action 2.4: The number of family events has doubled from the baseline year, evidence that this action has been effective in meeting its intended metric.

Action 2.5: MCIAC has been effective in maintaining its facilities, with a FIT rating of "good repair."

Action 2.6: This action has not been as effective as planned. As described in the Identified Needs section, chronic absenteeism continues to be a concern, as rates increased from the prior year and the baseline year. Significant inequalities are evident when comparing Low-Income students to the overall population, and Low-Income and Hispanic students per the 2022 California School Dashboard. Based on the school-wide Chronic Absenteeism data, MCIAC was identified for Comprehensive Support and Improvement (CSI). However, this is another "lagging" indicator, using 2021-22 data. Current anecdotal data and teachers' and administrators' observations suggest that the rate for the current school year is lower than last year.

Action 2.7: The school continues to maintain high percentages of students and parents who agree that the school is safe, clearly indicating that this action has been effective.

Action 2.8: With a suspension rate of 0%, this action also appears to have been effective.

Action 2.9: We are very pleased with the effectiveness of this action, as the attendance rate has increased over 12% points from 2021-22. We believe that this significant increase in attendance demonstrates the combined effectiveness of all of the actions under Goal 2.

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.

None

**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	MCIA staff will have greater educational partner participation and input by developing and fostering meaningful parent and family relationships.

An explanation of why the LEA has developed this goal.

Parental support is paramount to student academic success. Public and Behavioral health partnerships.

## 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 maintaining a call-log.	100% of teachers and staff maintain a daily call log in PowerSchool for each student on their caseload with daily entries.	100% of teachers and staff maintain a contact log in PowerSchool.	100% of teachers and staff maintain a contact log in PowerSchool		100% of teachers and staff will maintain communication log entries in PowerSchool.
2. Number of parents attending school events.	1 Parent attended "Coffee with the Principal and Counselor."	3 MCIA parents attended CAES SSC and ELAC meetings, as well as a high number of parents who attended the Parent-Teacher Conferences. Despite COVID-19, 2 Parents attended Student-of-the-Month Recognitions in the Fall of 2021.	35 parents participated in Parent-Teacher Conferences (Fall semester) 20 parents participated in the Halloween STEM activity day 13 parents participated in the Family Math Night in January		Number of parents will continue to increase annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			40 parents participated in the Family SEL Activity Day in March		
3. Percentage of parents using Parent Square as an interactive tool.	50% of parents participate in school surveys as demonstrated in the Spring 2021 LCAP Survey.	98% of MCIA parents receive notifications and messages through ParentSquare.	98% of MCIA parents receive notifications and messages through ParentSquare.		Increase parent participation on school surveys 10% annually.
4. Percentage of parents of EL students in parent advisory committees (PAC).	Less than 10% parent participation in Parent Advisory Committees (PAC).	Currently 0% of MCIA parents have participated in advisory committees.	In 2022-23, 2% of MCIA parents participated in SSC. None were parents of English Learners.		Parent participation for EL students will increase at least 10% annually.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Documenting School to Home Communication	Logging of teacher to home 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 on 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. Note: Included in teacher salaries in Goal 1 Actions 1,11.	\$0.00	No
3.2	Increase Attendance of Parents and	Very low rates of parent involvement at MCIA have been shown in rates of completion on 2022 LCAP surveys which were sent via	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Guardians to School Events	<p>ParentSquare. To increase parent involvement, MCIA will do the following: Academic Counselors will use ParentSquare app/website to promote, deliver, and translate educational information. Targeted events designed for the MCIA EL community will be a priority, with 15% of the student population being EL students. Printed flyers in both English and Spanish will be distributed on site. An MCIA academic counselor will use the parent surveys and follow-up contact to determine a course of at least 3 parent seminars and workshops throughout the year. MCIA teachers will continue to hold annual parent-teacher conferences as a follow-up to the initial meetings at enrollment. These conferences will focus on i-Ready data growth, academic progress, attendance updates, and general academic planning. Open house and Family appreciation days will be hosted; one event in the fall and one in the spring. ParentSquare will also be used more prominently to survey all parents on a regular basis. MCIA administration team will set parameters and the program director will disaggregate and disseminate the data.</p>		
3.3	Promote School Communication with Families	<p>ParentSquare, which allows for two-way communication between school and home, and phone calls for school events and student recognition, such as student of the month, 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. Document Tracking Services (DTS) is also contracted to translate plans such as the MCIA LCAP/SPSA, and other program related documents.</p> <p>Title I</p>	\$2,500.00	No



Action #	Title	Description	Total Funds	Contributing
3.4	Increase feedback from Parents of EL Students	MCIA will increase participation of EL students' parents through personal invitations via phone calls by 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 into the language of EL students' parents.	\$0.00	No

## Goal Analysis [2022-23]

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.

Action 3.1: All staff maintained daily logs of contacts with parents to successfully enhance communication efforts.

Action 3.2: The planned parent/family activities were held and were successful in engaging families with the school staff.

Action 3.3: MCIA was successful in implementing this action, with 98% of MCIA parents receiving notifications and messages through ParentSquare.

Action 3.4: The staff have implemented processes to engage the parents of English Learner students in school advisory committees and other opportunities for feedback. ParentSquare communications were translated into the language of EL students' parents. Getting the desired level of participation has remained a challenge.

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

Action 3.2: Over Budgeted. The expenses for conducting the family activities were not as great as anticipated.

Action 3.3: Over Budgeted. The costs for translation of school documents was less than budgeted because many are not finalized and approved until the end of the year. This is expected to increase next year.

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

Action 3.1: This action appears to have been effective; 100% of teachers and staff maintain a contact log in PowerSchool, and 83% of parent survey respondents agreed that "The staff at my child's school builds a relationship of trust and respect with my family."

Action 3.2: The numbers of parents and family members participating in school events has increased significantly from the baseline year. 100% of MCIA parents responding to the survey agreed that "My child's school has created a welcoming (friendly and helpful) environment for my family" indicating that this action has been effective.

Action 3.3: With 100% of parent survey respondents agreed that "My child's school uses accessible two-way communication between families and school staff," this action has been even more effective than planned.

Action 3.4: Since no parents of English Learners participated in advisory groups, this action has not been effective.

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.

None

**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	Reduce Chronic Absenteeism for SED students from 51.5% to 41.5% by the end of the 2023-2024 school year.

An explanation of why the LEA has developed this goal.

This goal is a result of entering into Comprehensive Support and Improvement (CSI) due to Chronic Absenteeism as indicated by the 2022 California School Dashboard which was 51.5% for the 2021-2022 school year. 2 specific student groups: Hispanic and Socio-economically Disadvantaged are rated "very high" on the Dashboard.

In meetings with staff educational partners on May 12, 22, and 24th, 2023, MCIA staff members reviewed student attendance data for 2 school years, reviewed effective strategies for increasing attendance and reducing chronic absenteeism, and discussed the ever-present correlation of student academic success and positive student attendance. Staff members evaluated potential barriers to positive student attendance and potential measures to improve student attendance.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students being identified as chronically absent.	As per the 2022 California School Dashboard, 51.5% of students were identified as Chronically absent during the 2021-2022 school year.		New metric for 2023-2024 LCAP		MCIA staff will reduce student chronic absenteeism by at least 10%.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Communicate Attendance Expectations to Students and Families	MCIA staff will meet with all SED students and parents upon enrollment to review programmatic expectations including the program master agreement, attendance expectations, academic expectations, and Tiered Re-Engagement Policy.	\$0.00	
4.2	Create Attendance Review Team	The CAES Executive Director and/or MCIA Program Director, and CAES counselling specialist will review weekly SED student attendance records as a measure to identify both outstanding school attendees and identify students in danger of becoming chronically absent from school. This team will track student attendance data throughout the year and will communicate findings to teachers and families as a means to intervene before students become chronically absent.	\$0.00	
4.3	Create a more positive school culture	As a means to create a more inclusive environment for all SED students, MCIA staff will create an environment where students feel physically, emotionally, and academically safe to engage in school. MCIA staff will work to increase student attendance and, consequently, student achievement by providing engaging, fun, motivational experiences throughout the school year.	\$20,000.00	
4.4	Celebrate Outstanding Student Attendance	<p>MCIA staff will celebrate outstanding student attendance for all SED students exhibiting perfect attendance at monthly, quarterly, semesterly, and yearly intervals with increased student incentive activities and field trips based on improved student attendance.</p> <p>MCIA staff will also recognize students and staff who demonstrate the positive, student- and peer-affirming behaviors that reflect social-emotional growth and development as a means of growing a positive school climate and culture, which also would directly contribute to positive student attendance, thus decreasing Chronic Absenteeism.</p>	\$20,000.00	

Action #	Title	Description	Total Funds	Contributing
4.5	Provide Additional Student Supports	Some SED students may require additional supports throughout the school year. Chronically absent students have lost instructional time at school and may be absent due to lack of school supplies or other needs that prevent students from attending school.	\$10,000.00	
4.6	Provide Daily Hybrid Learning Opportunities for K-3 Students	In an effort to help build excellent student attendance habits and reduce chronic absenteeism, Kindergarten-3rd grade students will be provided daily, hybrid learning opportunities that will focus on enhancing student learning in core curricular areas and Social-Emotional Learning in an engaging and academically challenging environment that fosters Peer-to-Peer collaboration and builds student connectedness to school.	\$60,000.00	
4.7	Academic Tutoring for Low Performing Students	MCIA will contract with an external tutoring service to provide additional academic supports for low performing and struggling learners for SY 2023-24.	\$30,000.00	
4.8	Increased Parent Education	As a result of parent feedback via school enrollment and LCAP surveys for SY 2022-23, a significant number of parents requested parent education on how best to help their children be successful in the Madera County Independent Academy program as a necessary measure for improving student success toward meeting promotion to high school requirements and ultimately, high school graduation. MCIA staff will partner with a Parent Education Organization to empower parents to better assist their children.	\$25,000.00	
4.9	Monitor effectiveness of implementation	MCIA staff will monitor and evaluate the plan by meeting regularly (at least four times per year) to review and analyze data related to metrics identified in the school's CSI plan, and identification of next steps to be taken based on that analysis. Also, MCIA staff will review and analyze data related to "implementation progress markers" identified in the	\$1,000.00	

Action #	Title	Description	Total Funds	Contributing
		school's CSI plan, and identification of next steps to be taken based on that analysis. MCIA staff will review the effectiveness of the plan which shall be based on whether the actions in the plan are being implemented in a timely fashion, and whether the ongoing absenteeism data show the rate to be declining with implementation of the plan. The final evaluation of its effectiveness will be based on the school exiting CSI. The Executive Director will make reports to the Superintendent or designee regarding progress.		

## Goal Analysis [2022-23]

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.

New goal for SY 2023-24.

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.

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

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.

**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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
184,877	22,431

## 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
38.40%	0.00%	\$0.00	38.40%

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.

In determining the needs for increased services for MCIA's unduplicated pupils (Low-Income, English Learners and Foster Youth) MCIA examined relevant data for objective indicators of academic risk. Along with SBAC assessment data, local summative i-Ready assessment data was utilized for English Language Arts and Mathematics to help drive the LCAP decision-making process. Input from educational partners contributed to determining student needs, actions, and potential effectiveness of this plan. Indicators for unduplicated student groups are monitored and reported internally and with these educational partners, to ensure the focus and determination of effectiveness remains centered on the outcomes for these students.

With the exception of Action 1.4, all other actions included in the Local Control and Accountability Plan and marked as contributing to the increased or improved services requirement for Foster Youth, English Learners, and Low-Income students are being provided on a school-wide basis and are consistent with 5 CCR Section 15496(b). As described in the instructions to the 2021-24 LCAP, these actions are 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.

### Needs, Conditions, or Circumstances:

As noted in the Reflections section of the LCAP, SBAC assessment data for ELA showing positive results is a heartening affirmation of our improvement efforts. "Distance from Standard" results in ELA show that curricular and instructional improvements MCI staff have made in the last few years appear to be having a positive effect on the overall achievement, and in closing academic inequalities between Low-Income students and the overall student population. This result is underscored by the "meeting or exceeding standard" percentages, and both results show Low-Income students outperforming the overall population. However, we must not lose sight that, when compared to their peers countywide, there are significant inequalities in results for our Low-Income students and English Learners.

While the math results described in the Identified Needs section of the Reflections do not show significant inequalities, they do show that our Low-Income students are farther from standard than the overall population, and experienced a greater decline from the baseline year. When added to the Dashboard "Distance from Standard" results, and compared to achievement for their peers countywide, inequalities in math results for our Low-Income students and English Learners are readily apparent. Also, clearly seen in the ELA results in the "Successes" section listed above are the inequalities between English Learners and the overall results in that area.

The i-Ready diagnostic results cited above illustrate the majority of students (94% in Math and 64% in ELA) are below grade level. LCAP parent survey data also indicates that 40% of parents and students surveyed agreed that students would benefit from additional support with academic work.

Though the CAASPP assessment numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities.

The actions based on these considerations and how it is intended to help achieve an expected measurable outcome:

Goal 1, Action 1 - To increase the inequalities in academic proficiency experienced by our Low-income students, English Learners, and Foster Youth, MCI staff assess using i-Ready Formative assessments for ELA and Math throughout the year. The prescriptive intervention lessons provided by i-Ready will be a regular component of weekly assignments, and additional support will be provided by Instructional Assistants, who will facilitate lessons to address subskill areas of growth. Students will have access to a variety of in-person individual and small group instruction. 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 the high concentration of SED (low income), small group acceleration lessons will help MCI students progress and achieve grade-level proficiency in ELA and math. Success data will be gathered through i-Ready assessment data and monitoring of individual student growth. We expect that this action will result in increased academic outcomes in CAASPP and iReady assessments.

Goal 1, Action 3 - To meet the learning needs of MCI's Low-income students, English Learners, and Foster Youth, and to address their academic inequalities, MCI will increase and continue professional development to all staff. In the article, "Raising Student Achievement Through Professional Development" from Generation Ready, effective professional development is described as: 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. The high percentage of MCI's Low-income students, English Learners, and Foster Youth, behind grade level in ELA (64%) and math (94%), as measured by i-Ready, requires continued and responsive professional development provided by Fresno County Superintendent of Schools' curriculum and instruction content specialists, as well as site leaders to address the needs of Low-income



students, English Learners, and Foster Youth. We expect to see improvements in math performance for those students on both CAASPP and iReady assessments.

Goal 1, Action 7 - Currently, the Low-income students, English Learners, and Foster Youth at MCIA are experiencing inequalities on the state assessment in both ELA or Mathematics when compared to their peers county-wide. To diminish these inequalities, MCIA will take a multi-faceted approach to meeting the diverse needs of this student group. Formative data from i-Ready assessments will also be used to guide instruction and drive professional development planning in conjunction with evidence from local indicators. This data will be used to provide access and direction for students in Acceleration Classes for ELA and Mathematics to improve their sub-skills in a structured and prescriptive manner through the i-Ready platform. Instructional Assistants will be assigned to each Acceleration Class and will manage the data and practices based on the data from i-Ready and direction from the student's teacher. Increased academic achievement will be measured locally through i-Ready data and summative data from CAASPP ELA and Mathematics assessment. MCIA staff expect to see increased percentages of Low-income students, English Learners, and Foster Youth meeting or exceeding standard in both, as well as lessening the distance from standard.

Goal 1, Action 10 - Based on local survey data, MCIA parents stated student access to personal technology, beyond a cell phone, was limited. With the systemic transition to online curriculum and supports, the need for increased technological access for our students is necessary to help bridge the digital access gap. To do this, MCIA provides any student in need a Chromebook and Verizon hotspot for Wifi internet access. This allows for increased instructional effectiveness by providing access to digital curriculum, peer to peer communication, opportunities for learning more about digital citizenship, and use of online formative and summative assessments. To measure implementation percentages, survey data will continue to be collected along with numbers of units distributed throughout the school year. We expect to see increased percentages of Low-income students, English Learners, and Foster Youth meeting or exceeding standard in both, as well as lessening the distance from standard.

Goal 1, Action 11- MCIA will provide credentialed teachers to keep the student to teacher ratio below the LEA average of 29:1. Reducing student to teacher ratio, as cited above, benefits the 81% SED and 77% of under represented groups. These lower ratios provide opportunities for teachers to build stronger relationships with students, provide insight into student needs and motivation, and be more instructionally responsive based on formative and summative assessment results. MCIA staff expect to see increased percentages of Low-income students, English Learners, and Foster Youth meeting or exceeding standard in both, as well as lessening the distance from standard. Finally, the lower student to teacher ratio will improve attendance rates and help decrease chronic absenteeism.

#### Needs, Conditions, or Circumstances:

As noted in the Reflections section of the LCAP, chronic absenteeism continues to be a concern as rates increased from the prior year and the baseline year. Significant inequalities are evident when comparing Low-Income students to the overall population, and Low-Income students per the 2022 California School Dashboard:

Overall 51.5%

Low-income 54.4%

Results for Foster Youth, Homeless students, and Students with Disabilities were not reported due to the small numbers of students in each of those groups. Based on the school-wide Chronic Absenteeism data, MCIA was identified for Comprehensive Support and Improvement

(CSI). The plan to address CSI is described in that section of the LCAP.

The actions under Goal 2 have enabled MCIA to maintain a 0% suspension rate, and have increased the attendance rate by 12% between 2022 and 2023. Additionally, MCIA has maintained 90% agreements by both student and parent educational partners that the school is a safe place. These data support the need to continue those actions to maintain those levels while lowering chronic absenteeism.

Goal 2, Action 1- MCIA will provide external learning opportunities for students to build a foundation to lessen inequalities by providing enriched experiences. In a study led by James Banks, Low-income students lack the same enrichment experiences as their middle and upper class peers. The suggestion is "schools should provide all students with opportunities to participate in extra- and co-curricular activities that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships." With over 83% of MCIA students classified as Low-income, these opportunities are vital to addressing learning gaps. MCIA will provide external learning opportunities that include both in-person and virtual trips; invite guest presenters from a variety of topics; provide experiences in career exploration, SEL, and college campus tours. This will be measured by the number and type of opportunities provided. We expect this action to decrease inequalities on chronic absenteeism rates and to maintain a very low suspension rate, promote high levels of feelings of school safety as measured by student surveys, and maintain attendance rates over 90%.

Goal 2, Action 3 - Since schools fully reopened in the Fall of 2021-22, it is apparent the social-emotional needs of SED students needed to be addressed. To address this, MCIA will continue to consult with the Madera County Behavioral Health department to provide professional development for all staff to help identify students under duress. This will help make referenced notifications to the school psychologist for support and resources. Mental health is a focus, but related concerns will be substance use and abuse (Ingoglia, 2020) anxiety and depression, suicide awareness and prevention, anger and grief management, and access to counseling to overcome these issues, will also need to be addressed as historically, SED students have had the least access to these mental health services. Documenting the number of referrals for services, number of students receiving services, and Community Stakeholder surveys will be key data into effectiveness of support provided. We expect this action to decrease inequalities on chronic absenteeism rates and to maintain a very low suspension rate, promote high levels of feelings of school safety as measured by student surveys, and maintain attendance rates over 90%.

Goal 2, Action 6 - Chronic absenteeism contributes directly to a delay in academic progress on an annual basis and ultimately graduating with a high school diploma. In order to decrease chronic absenteeism, MCIA will create more opportunities for students and families to build stronger relationships with all school staff. Efforts to increase home to school communication will include opportunities for parents to participate in various advisory committees, and student recognition ceremonies. Citing work by James Banks, SED students lack the same enrichment experiences as their middle and upper class peers. The suggestion that "schools should provide all students with opportunities to participate in extra and co-curricular activities that develop greater knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships" to create greater connectedness with school to reduce absences. Monitoring attendance on a regular basis and documenting attendance trends will provide needed data into which strategies are being effective in keeping students in school. MCIA staff expect this action to decrease inequalities on chronic absenteeism rates and to maintain a very low suspension rate, promote high levels of feelings of school safety as measured by student surveys, and maintain attendance rates over 90%.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our 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 Madera County Independent Academy be effective in meeting the identified LCAP goals and the identified needs of the 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 MCIA. MCIA staff incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. The intention in doing this is to increase transparency for educational partners when reviewing this plan so they can better understand the rationale behind each site-wide action. These actions and services are being implemented on a schoolwide basis in order to increase the overall efficiency and effectiveness of learning and instruction.

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 Independent Academy provides a basic instructional program designed to provide learning opportunities for all students. However, the MCIA budget of \$666,339 LCFF base funding constrains the services MCSOS is able to provide. After examining the needs of unduplicated students, MCIA uses its LCFF supplemental and concentration (S/C) funds of \$207,308 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, and improve academic outcomes for our high-needs students, MCIA used its Supplemental and Concentration funds to hire two Instructional Assistants, increase time in an ELA or Math Academic Acceleration class, provide more professional development for ELA, Math and SEL, as well as implementing an accelerated reading program to increase literacy. Finally, access to an Academic counselor provides students with more frequent academic counseling, social-emotional support and access to services.

All increased/improved services are school 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 supplemental and concentration 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. MCIA staff 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 33.35% 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 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 (Low-income, English learners, foster youth), MCSOS examined valuable data for objective indicators of academic risk. State assessments given in the Spring of 2022 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.

Additional concentration grant add-on funding identified above are used to maintain an increased number of staff providing direct services to students at MCIA with a high concentration of Low-income students (81%). Two Instructional Assistants provide direct services to students via support during Acceleration Classes, as well as growth areas identified by each student's teacher. The Instructional Assistants received ongoing professional development on a weekly basis to increase their capacity to effectively support the diverse needs of MCIA students.

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

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$592,792.00			\$277,934.00	\$870,726.00	\$577,776.00	\$292,950.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math.	English Learners Foster Youth Low Income	\$181,966.00			\$2,500.00	\$184,466.00
1	1.2	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math	All				\$87,513.00	\$87,513.00
1	1.3	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math	All	\$6,450.00				\$6,450.00
1	1.4	Use LAS Links and i-Ready to increase EL Student Reclassification	All	\$500.00			\$19,321.00	\$19,821.00
1	1.5	Professional Development for Certificated and Classified Instructional Staff	All	\$1,000.00			\$300.00	\$1,300.00
1	1.6	Providing Instruction and Instructional Materials to Increase Student Achievement in ELA and Math	All	\$167,872.00				\$167,872.00
1	1.7	Provide Instruction and Instructional Materials to Increase	Low Income	\$2,000.00				\$2,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		SED Student Achievement in ELA						
1	1.8	Provide and Purchase Accelerated Reader Program	All	\$25,000.00				\$25,000.00
1	1.9	Retain Highly Effective Teachers	All				\$0.00	\$0.00
1	1.10	Provide Technology Access for SED Students	Low Income	\$10,000.00			\$0.00	\$10,000.00
1	1.11	Maintain Low Student to Teacher Ratio by Adding a Teacher	Low Income	\$72,104.00				\$72,104.00
1	1.12	Multi-Tiered Support Systems (MTSS) Professional Development	All				\$1,800.00	\$1,800.00
2	2.1	Provide external learning opportunities for students.	Low Income	\$9,000.00				\$9,000.00
2	2.2	Provide Student/Parent Transportation Assistance	All				\$500.00	\$500.00
2	2.3	Provide Social-Emotional Learning Services	Low Income	\$11,000.00				\$11,000.00
2	2.4	Host Annual School Events	All	\$600.00				\$600.00
2	2.5	Maintain School Facilities	All	\$100,000.00				\$100,000.00
2	2.6	Decrease Chronic Absenteeism	Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.7	Maintain a Safe School Environment	All				\$0.00	\$0.00
2	2.8	Maintain Suspension Rate	All	\$0.00				\$0.00
2	2.9	Increase Attendance Rate	All	\$800.00				\$800.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Documenting School to Home Communication	All	\$0.00				\$0.00
3	3.2	Increase Attendance of Parents and Guardians to School Events	All	\$1,000.00				\$1,000.00
3	3.3	Promote School Communication with Families	All	\$2,500.00				\$2,500.00
3	3.4	Increase feedback from Parents of EL Students	All	\$0.00				\$0.00
4	4.1	Communicate Attendance Expectations to Students and Families					\$0.00	\$0.00
4	4.2	Create Attendance Review Team					\$0.00	\$0.00
4	4.3	Create a more positive school culture					\$20,000.00	\$20,000.00
4	4.4	Celebrate Outstanding Student Attendance					\$20,000.00	\$20,000.00
4	4.5	Provide Additional Student Supports					\$10,000.00	\$10,000.00
4	4.6	Provide Daily Hybrid Learning Opportunities for K-3 Students					\$60,000.00	\$60,000.00
4	4.7	Academic Tutoring for Low Performing Students					\$30,000.00	\$30,000.00
4	4.8	Increased Parent Education					\$25,000.00	\$25,000.00
4	4.9	Monitor effectiveness of implementation					\$1,000.00	\$1,000.00

**2023-24 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
481,462	184,877	38.40%	0.00%	38.40%	\$287,070.00	0.00%	59.62 %	<b>Total:</b>	\$287,070.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$287,070.00

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	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math.	Yes	Schoolwide	English Learners Foster Youth Low Income		\$181,966.00	
1	1.7	Provide Instruction and Instructional Materials to Increase SED Student Achievement in ELA	Yes	Schoolwide	Low Income		\$2,000.00	
1	1.10	Provide Technology Access for SED Students	Yes	Schoolwide	Low Income		\$10,000.00	
1	1.11	Maintain Low Student to Teacher Ratio by Adding a Teacher	Yes	Schoolwide	Low Income		\$72,104.00	
2	2.1	Provide external learning opportunities for students.	Yes	Schoolwide	Low Income		\$9,000.00	
2	2.3	Provide Social-Emotional Learning Services	Yes	Schoolwide	Low Income		\$11,000.00	



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 (%)
2	2.6	Decrease Chronic Absenteeism	Yes	Schoolwide	Foster Youth Low Income		\$1,000.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$858,728.00	\$691,307.00

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	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math.	Yes	\$243,999.00	114945
1	1.2	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math	No	\$84,351.00	81983
1	1.3	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math	No	\$7,000.00	5950
1	1.4	Use LAS Links and i-Ready to increase EL Student Reclassification	No	\$19,494.00	19013
1	1.5	Professional Development for Certificated and Classified Instructional Staff	No	\$3,100.00	2295
1	1.6	Providing Instruction and Instructional Materials to Increase Student Achievement in ELA and Math	No	\$198,904.00	196295
1	1.7	Provide Instruction and Instructional Materials to Increase SED Student Achievement in ELA	Yes	\$2,000.00	0
1	1.8	Provide and Purchase Accelerated Reader Program	No	\$25,000.00	0
1	1.9	Retain Highly Effective Teachers	No	\$0.00	193

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	Provide Technology Access for SED Students	Yes	\$10,000.00	697
1	1.11	Maintain Low Student to Teacher Ratio by Adding a Teacher	Yes	\$134,980.00	143593
1	1.12	Multi-Tiered Support Systems (MTSS) Professional Development	No	\$1,800.00	1755
2	2.1	Provide external learning opportunities for students.	Yes	\$9,000.00	1900
2	2.2	Provide Student/Parent Transportation Assistance	No	\$500.00	0
2	2.3	Provide Social-Emotional Learning Services	Yes	\$9,000.00	11188
2	2.4	Host Annual School Events	No	\$600.00	100
2	2.5	Maintain School Facilities	No	\$100,000.00	110000
2	2.6	Decrease Chronic Absenteeism	Yes	\$1,000.00	200
2	2.7	Maintain a Safe School Environment	No	\$0.00	0
2	2.8	Maintain Suspension Rate	No		0
2	2.9	Increase Attendance Rate	No	\$1,000.00	0
3	3.1	Documenting School to Home Communication	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Increase Attendance of Parents and Guardians to School Events	No	\$1,000.00	0
3	3.3	Promote School Communication with Families	No	\$6,000.00	1200
3	3.4	Increase feedback from Parents of EL Students	No	\$0.00	0

**2022-23 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)
162,976	\$408,479.00	\$272,523.00	\$135,956.00	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	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math.	Yes	\$242,499.00	114945		
1	1.7	Provide Instruction and Instructional Materials to Increase SED Student Achievement in ELA	Yes	\$2,000.00	0		
1	1.10	Provide Technology Access for SED Students	Yes	\$10,000.00	697		
1	1.11	Maintain Low Student to Teacher Ratio by Adding a Teacher	Yes	\$134,980.00	143593		
2	2.1	Provide external learning opportunities for students.	Yes	\$9,000.00	1900		
2	2.3	Provide Social-Emotional Learning Services	Yes	\$9,000.00	11188		
2	2.6	Decrease Chronic Absenteeism	Yes	\$1,000.00	200		

**2022-23 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)
435,755	162,976	0	37.40%	\$272,523.00	0.00%	62.54%	\$0.00	0.00%

# Instructions

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[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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Hugo Sanchez School Principal

Marianna Domokos, Chris Coburn, Suzanne Moreno Classroom Teachers

Myrtha Torres Other School Staff

Kelly Goad, Marie Donminguez, Marisa Ramirez Parent or Community Members

Dakota Goad, Gabi Luengas, Destiny Trammell Students

## **Name of Members**

## **Role**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 06, 2023.

Attested:

Principal Hugo Sanchez on 06-06-2023



SSC Chairperson, Jennifer Neely on 6-06-2023

SSC Vice Chair Chris Coburn 