

# Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

5.5.1

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Goal 1

Goal Description
<b>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.</b>

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	Diagnostic result from i-Ready assessments completed in December 2023 yield 19% of students are performing at or above grade-level in Reading and 5% for Math.	Grade-level proficiency will grow 10% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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.	Three MCIA students have been reclassified in 2023-24.	10% of all EL students will be reclassified annually.
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 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, Social-Emotional Learning and Gang Awareness Training.	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	Per 2023 CA School Dashboard:  Overall: 88.6 points below standard Hispanic: 70.4 points below standard	Annually increase SBAC mean scale score by 40 points.
5. Academic proficiency as measured by the SBAC Math assessment.	2020-21 SBAC results in Math show MCIA 8th grade students' 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.)	Assessment to be given in Spring 2022. Data provided in June 2022.	Per 2022 CA School Dashboard:  Overall: 154.1 points below standard Hispanic: 149.7 points below standard	Per 2023 CA School Dashboard:  Overall: 150.9 points below standard Hispanic: 136.4 points below standard	Annually increase SBAC mean scale score by 70 points.
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	Per 2023 CA School Dashboard:  ELA: 83.1 points below standard	Annually increase SBAC academically proficient scores by 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			Math: 155.4 points below standard	Math: 152.7 points below standard	
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 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% teachers are appropriately credentialed and assigned.  [2021-22 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 technology, including 1:1 Chromebooks and Hotspots.	100% of students were provided access to instructional technology, including Chromebooks and WiFi Hotspots for schoolyear 2021-22. 47.2% of students utilized the offering.	100% of students were provided access to instructional technology, including Chromebooks and WiFi Hotspots for schoolyear 2022-23. ***47.2% of students utilized the offering.	100% of students have access to instructional technology, including Chromebooks and WiFi Hotspots. As of 2/1/24, 41 students have Chromebooks and 20 students have hotspots.	100% of students will have access to instructional technology.
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	MTSS training for MCIA instructional staff to continue in Spring 2024 semester.	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	Per 2023 CA School Dashboard:  Number of English Learners was below 11, so no data were published.	Annually increase ELPI scores for English Learner Progress by 5%.

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p><b>Use i-Ready Assessments to measure grade-level proficiency in ELA and Math.</b>                      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 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.</p>	Yes	Fully Implemented	Two teachers provide direct student support to address student skill deficiencies to students below grade level as measured by i-Ready in the core areas of Reading and Mathematics. Additionally, two Instructional Assistants who provide intensive support for all students not performing at grade level in Reading and/or Math. Students are assigned prescriptive lessons by i-Ready to address sub-skill weaknesses.	i-Ready contract through June 2024 and staff members	\$184,466.00	\$128,392
1.2	<p><b>Use i-Ready Assessments to measure grade-level proficiency in ELA and Math</b>                      This action is a continuance of Action 1.1. Two full-time</p>	No	Fully Implemented	Two teachers provide direct student support to address student skill deficiencies to students below grade level as	Two Instructional Assistants provide direct assistance to	\$87,513.00	\$44,948

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>Title I</p>			<p>measured by i-Ready in the core areas of Reading and Mathematics. Additionally, two Instructional Assistants provide intensive support for all students not performing at grade level in Reading and/or Math. Students are assigned prescriptive lessons by i-Ready to address sub-skill weaknesses.</p>	<p>students requiring academic support in Reading and/or Math</p>		
1.3	<p><b>Use i-Ready Assessments to measure grade-level proficiency in ELA and Math</b></p> <p>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</p>	No	Fully Implemented	<p>Two Instructional Assistants provide intensive support for all students not performing at grade level in Math receive professional development focused on improving math proficiency for students in grades K-8 by a math specialist from FCSS. Training involves 8 half days and one full day of specialized training.</p>	Professional development calendar	\$6,450.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
1.4	<p><b>Use LAS Links and i-Ready to increase EL Student Reclassification</b></p> <p>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 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-</p>	No	Fully Implemented	ELA/ELD Program Director from MCSOS supports all MCIA teachers to increase effectiveness in meeting the academic needs of EL students. Aside from the monthly meetings with CAES ELD teachers, the Program Director observes and provides coaching to increase effective practices.	Monthly Bilingual Network Meetings, weekly teacher observations, and coaching feedback meetings	\$19,821.00	\$8,945

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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	<p><b>Professional Development for Certificated and Classified Instructional Staff</b></p> <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</p>	No	Fully Implemented	<p>Madera County Independent Academy instructional staff participate in a weekly ongoing professional development program designed to improve student achievement and teacher/IA efficacy. Teachers have participated in weekly training for WASC Self-Study, Foster Youth/Homeless, Gang Culture Training, Suicide Awareness and Prevention, and LCAP training. IAs have also participated in all of the aforementioned and additionally trained with FCSS in an IA Math cohort designed to improve their instructional support practices.</p>	Professional development calendar	\$1,300.00	\$609

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>provided to all staff to support the use of standards-aligned curriculum and pedagogy.</p> <p>Title I &amp; II</p>						
1.6	<p><b>Providing Instruction and Instructional Materials to Increase Student Achievement in ELA and Math</b></p> <p>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.</p>	No	Fully Implemented	Instructional staff members provide services to students at MCIA. Additional staff members provide administrative support, secretarial support, and administration of the overall program. Additionally, supplies and instructional materials purchased to support the mission of the school.	Staff members, supplies, instructional materials	\$167,872.00	\$107,000
1.7	<p><b>Provide Instruction and Instructional Materials to Increase SED Student Achievement in ELA</b></p> <p>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</p>	Yes	Fully Implemented	Materials and supplies are purchased to support every academic acceleration student.	Instructional materials for students	\$2,000.00	\$689



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
1.8	<b>Provide and Purchase Accelerated Reader Program</b> Materials will include textbooks, Accelerated Reader (books and software), and online software/curriculum.	No	Fully Implemented	Accelerated Reader program is available to all students to increase English Proficiency, reading fluency, and individual love for reading.	Software, books	\$25,000.00	\$3,663
1.9	<b>Retain Highly Effective Teachers</b> 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.	No	Fully Implemented	Madera County Independent Academy instructional staff participate in a weekly ongoing professional development program designed to improve student achievement and teacher/IA efficacy. Teachers have participated in weekly training for WASC Self-Study, Foster Youth/Homeless, Gang Culture Training, Suicide Awareness and	Professional development calendar	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Prevention, and LCAP training.			
1.10	<p><b>Provide Technology Access for SED Students</b> 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 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.</p>	Yes	Fully Implemented	SED Students need for instructional technology is ever-present: Chromebooks, hotspots, and fees are provided for students as necessary. These funds also include the replacement of damaged or outdated devices.	Device replacements, fees	\$10,000.00	\$2,791
1.11	<p><b>Maintain Low Student to Teacher Ratio by Adding a Teacher</b> 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.</p>	Yes	Fully Implemented	Teachers are employed to lower and maintain student/teacher ratios below the current LEA ratio of 30:1. Currently, MCIA services students at a ratio of 29:1.	Student enrollment	\$72,104.00	\$37,820

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.12	<p><b>Multi-Tiered Support Systems (MTSS) Professional Development</b></p> <p>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.</p> <p>Title II</p>	No	Partially Implemented	The Career Alternative Education Services (CAES) MTSS team directs each school's evolution toward becoming an MTSS school. CAES staff members participated in an MTSS Professional Development conference during July 2023. These members will help guide further staff development for MTSS program growth during the 2nd semester.	Professional development calendar, conference	\$1,800.00	\$900

## Goal 2

### Goal Description

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.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	In school year 2022-23, 100% of students had opportunities to participate in classroom and extended learning opportunities, which included math family	As of 2/1/24 MCIA students have participated in a Math Night, STEM Day, and there are field trips planned for the Spring Semester, including virtual field trips that would not be	100% of SED students will be encouraged to participate in classroom learning and extended learning opportunities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		with "Reptile Ron." 75% of MCIA students attended the event.	night and virtual and live field trips.	feasible given the distance of places to be explored.	
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 Express passes (MAX) due to COVID-19 suspension of MAX services.	Students have been provided transportation by parent or guardian. To date, 0% of parents requested Madera Area Express passes (MAX).	MAXX passes are currently free of charge for students being transported from designated stop to stop. To date, students have not required public transportation to attend school or school events.	100% of students needing transportation to school will be provided vouchers/tickets for local public 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.	12 student referrals to the Psychologist. 1 Suicide Prevention Professional Training for all staff.	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.	MCIA hosted two STEM Days, Parent Teacher Conferences, and a Family Math Night during the Fall 2023 semester.	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 report (October 2023) for MCIA showed facilities in 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% White: 41.7%	Per 2023 CA School Dashboard:  Overall: 29.3% SED: 28.6% Hispanic: 23.4% No data reported for EL, students of Two or More Races, or White students because those groups were less than 11 students.	Chronic absenteeism will decrease by 5% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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.	The 2023-24 LCAP Student Survey will be given in February 2024.	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	Per 2023 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.	MCIA student attendance rate was 93.8% through 12/15/23 as reflected in Power School (SIS).	All students will maintain seat-time attendance of at least 90% annually.

#### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>Provide external learning opportunities for students.</b> 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 provide workshops on career exploration, SEL, and other relevant topics.	Yes	Fully Implemented	MCIA students have participated in a Math Night, STEM Day, and there are field trips planned for the Spring Semester, including virtual field trips.	Student participation on trips	\$9,000.00	\$160

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p><b>Provide Student/Parent Transportation Assistance</b>            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>	No	Planned	MAXX passes are currently free of charge for students being transported from designated stop to stop. To date, neither students nor families have requested public transportation or assistance to attend school or school events.	Zero requests for passes	\$500.00	\$0
2.3	<p><b>Provide Social-Emotional Learning Services</b>            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</p>	Yes	Fully Implemented	A school psychologist provides mental health screenings and services to students, a Students Services Liaison provides services to Foster Youth students throughout the county, and an Administrative Assistant provides clerical support to the Foster Youth Program for Madera County Superintendent of Schools. She has received a total of 12 referrals for MCIA as of 2/1/24.	School psychologist contract	\$11,000.00	\$3537

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	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.						
2.4	<b>Host Annual School Events</b> 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.	No	Fully Implemented	MCIA hosted two STEM Days, Parent Teacher Conferences, and a Family Math Night during the Fall 2023 semester. The STEM events have created opportunities for high school CTE students from the Careers in Education class to participate with teachers in planning these events.	MCIA events, Careers in Education students and teacher	\$600.00	\$287
2.5	<b>Maintain School Facilities</b> 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	No	Fully Implemented	MCIA is maintained daily by custodial staff and weekly by landscaping services. Maintenance concerns addressed throughout the year	FIT Inspections October 2023, maintenance work-order system, and maintenance personnel	\$100,000.00	\$44,006

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			using the Maintenance Support Ticket System.			
2.6	<p><b>Decrease Chronic Absenteeism</b> 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.)</p>	Yes	Fully Implemented	Addressing Chronic Absenteeism is highly important in ensuring students make academic progress and become academically proficient. Counselors and administrators conduct Tiered Reengagement meetings with families of students in danger of not completing the program due to poor attendance, performance, or both. Home to school communication is highly important in keeping families informed of progress. School/program information is translated to keep Spanish-speaking families informed.	School flyers, report cards, ParentSquare messaging, school mailings	\$1,000.00	\$184
2.7	<p><b>Maintain a Safe School Environment</b> 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</p>	No	Fully Implemented	Maintaining a safe campus is paramount to student achievement. MCIA staff members are part of a Safety Team and plans are created with staff input and feedback about safe practices for school.	Professional development calendar	\$0.00	\$0



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p>			<p>During the fall semester 2023, Gang Culture Awareness training was provided to entire staff. The StopIT app allows for safe reporting of unsafe or threatening behavior or situations.</p>			
2.8	<p><b>Maintain Suspension Rate</b> 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.</p>	No	Fully Implemented	<p>Parent communication is a cornerstone to the MCIA program as all staff and parents value home/school communication. Behavioral concerns are addressed quickly and communicated with families. Home/School communication is easily handled down to the individual family level. Also, MCIA uses a school reporting system for report cards and progress reports to inform parents of student progress. School information forms are translated to assist parents in being more informed about scholastic programs. Staff trained as needed for using tools. There have been zero suspensions as of 2/1/24.</p>	ParentSquare, PowerSchool, report card, progress reports	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.9	<p><b>Increase Attendance Rate</b> 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.</p> <p>Title I</p>	No	Fully Implemented	MCIA students are rewarded for attendance and academic achievement through Student of the Month events. Students and families are invited in to be presented with certificates and school materials in recognition of behavior that increases school attendance.	Students of the Month Certificates	\$800.00	\$319

### Goal 3

#### Goal Description

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

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	For schoolyear 2023-24, 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-	35 parents participated in Parent-Teacher Conferences (Fall semester) 20 parents participated in the Halloween STEM activity day	Parents attended Parent-Teacher Conferences, STEM Day, Math Night.	Number of parents will continue to increase annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		of-the-Month Recognitions in the Fall of 2021.	13 parents participated in the Family Math Night in January 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.	98% of MCIA parents receive phone notifications and 85% receive text 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.	As of 2/1/24, 2% of MCIA parents participate in SSC with zero parents of English Learners participating.	Parent participation for EL students will increase at least 10% annually.

#### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>Documenting School to Home Communication</b> 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.	No	Fully Implemented	School to home communication is documented in PowerSchool log entries or in ParentSquare posts or messages sent to multiple families or individually. These logs allow subsequent conversations with families to be more effective and ensure educational partners are informed.	100% of staff maintain PowerSchool log entries	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p><b>Increase Attendance of Parents and Guardians to School Events</b>            Very low rates of parent involvement at MCIA have been shown in rates of completion on 2022 LCAP surveys which were sent via 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</p>	No	Fully Implemented	MCIA staff hosted Parent-Teacher Conferences in the Fall Semester, as well as a Math Night, and Student of the Month recognition events.	Parent-Teacher Conferences, Math Night	\$1,000.00	\$84

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	director will disaggregate and disseminate the data.						
3.3	<p><b>Promote School Communication with Families</b> 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>	No	Fully Implemented	MCIA staff uses complete translations on all programmatic documents shared with parents and guardians. MCIA staff also uses DTS for school accountability reports and plans that are translated as well. ParentSquare also has instant translations into 17 languages.	DTS educational documents, ParentSquare, MCIA school documents	\$2,500.00	\$0
3.4	<p><b>Increase feedback from Parents of EL Students</b> 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</p>	No	Fully Implemented	All school to home documents are available in Spanish meeting the language needs of most families, and ParentSquare allows for translations into 17 different languages.	DTS educational documents, ParentSquare, MCIA school documents	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			School support staff, Program Director, and School Counselor are fluent in English and Spanish which facilitates in-person communication as well.			

## Goal 4

### Goal Description

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

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	Per 2023 CA School Dashboard:  Overall: 29.3% SED: 28.6% Hispanic: 23.4% No data reported for EL, students of Two or More Races, or White students because those groups were less than 11 students.	MCI staff will reduce student chronic absenteeism by at least 10%.

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p><b>Communicate Attendance Expectations to Students and Families</b>                      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.</p>		Fully Implemented	At the start of the school year, all families were required to attend a meeting to address requirements of the program, especially in the areas of attendance and academic progress. Tiered Re-Engagement Process (TRE) meetings are scheduled as needed to determine whether a student needs to be referred to district of residence or if additional academic support may be required.	TRE Process	\$0.00	\$0
4.2	<p><b>Create Attendance Review Team</b>                      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.</p>		Fully Implemented	Attendance is reviewed weekly to identify potential concerns early and communicate concerns with appropriate educational partners. If deemed necessary, next steps of the TRE are implemented.	Attendance Reports, attendance review meetings, low student turnover for Chronic Absenteeism	\$0.00	\$0
4.3	<p><b>Create a more positive school culture</b>                      As a means to create a more inclusive environment for all SED</p>		Fully Implemented	There were several events during the Fall semester and more are scheduled for the Spring	Fall and Winter STEM events, Math Night,	\$20,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			2024 semester, including field trips and other events students and parents have expressed interest in participating.	Spring 2024 Reptile Ron		
4.4	<p><b>Celebrate Outstanding Student Attendance</b> 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>		Fully Implemented	Students that meet the criteria of outstanding school attendance will be given the opportunity to participate in extra activities to be held during the Spring semester and include field trips to The Fossil Center, Forestiere Underground Gardens, and the Monterey Bay Aquarium.	Perfect attendance field trips March, May 2024	\$20,000.00	\$6,902



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.5	<p><b>Provide Additional Student Supports</b> 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.</p>		Fully Implemented	Backpacks and required school materials were purchased for students to ensure access to all subjects and assignments. Students will not feel singled out for attending school without needed supplies or in poor condition. This will positively affect school attendance and decrease chronic absenteeism.	Improvement in overall school attendance, purchased materials	\$10,000.00	\$7,230
4.6	<p><b>Provide Daily Hybrid Learning Opportunities for K-3 Students</b> 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.</p>		Planned	School staff have not been able to create a sufficient hybrid schedule as of January 2024.	None	\$60,000.00	\$0
4.7	<p><b>Academic Tutoring for Low Performing Students</b> MCIA will contract with an external tutoring service to provide additional academic supports for low performing and struggling learners for SY 2023-24.</p>		Planned	MCIA staff is still researching appropriate vendors to provide services to students in an Independent Study program.	None	\$30,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.8	<p><b>Increased Parent Education</b> 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.</p>		Fully Implemented	Contract in place and scheduled with Parent Institute for a Quality Education (PIQE) for parent education sessions to increase student achievement. A series of six sessions is scheduled to start on 2/15/24.	February 2024	\$25,000.00	\$0
4.9	<p><b>Monitor effectiveness of implementation</b> 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 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,</p>		Fully Implemented	Executive Director, Program Director and staff meet at least one time per month to discuss attendance data, plan events to connect students and to school, and organize student recognition activities. Data from PowerSchool (SIS) allows for the collection of relevant, local data to track attendance trends and concerns.	Monthly meetings held, student events held, attendance reward field trips scheduled for March 2024	\$1,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p>						