2022-23 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Madera County Independent Academy - MCIA
CDS Code:	20102070117184
LEA Contact Information:	Name: Mr. Hugo Sanchez Position: Program Director - Career and Alternative Education Services Email: hsanchez@mcsos.org Phone: (559) 662-6211
Coming School Year:	2022-23
Current School Year:	2021-22

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2022-23 School Year	Amount
Total LCFF Funds	$705,382
LCFF Supplemental & Concentration Grants	$192,134
All Other State Funds	$93,327
All Local Funds	$21,557
All federal funds	$15,628
Total Projected Revenue	$835,894

Total Budgeted Expenditures for the 2022-23 School Year	Amount
Total Budgeted General Fund Expenditures	$988,675
Total Budgeted Expenditures in the LCAP	$749,983
Total Budgeted Expenditures for High Needs Students in the LCAP	$408,479
Expenditures not in the LCAP	$238,692

Expenditures for High Needs Students in the 2021-22 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$355,496
Actual Expenditures for High Needs Students in LCAP	$375,501

Funds for High Needs Students	Amount
2022-23 Difference in Projected Funds and Budgeted Expenditures	$216,345
2021-22 Difference in Budgeted and Actual Expenditures	$20,005

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Total general fund budget is $988,675 and the total of $238,692 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.

LCFF Budget Overview for Parents

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

CDS Code: 20102070117184

School Year: 2022-23

LEA contact information:

Mr. Hugo Sanchez

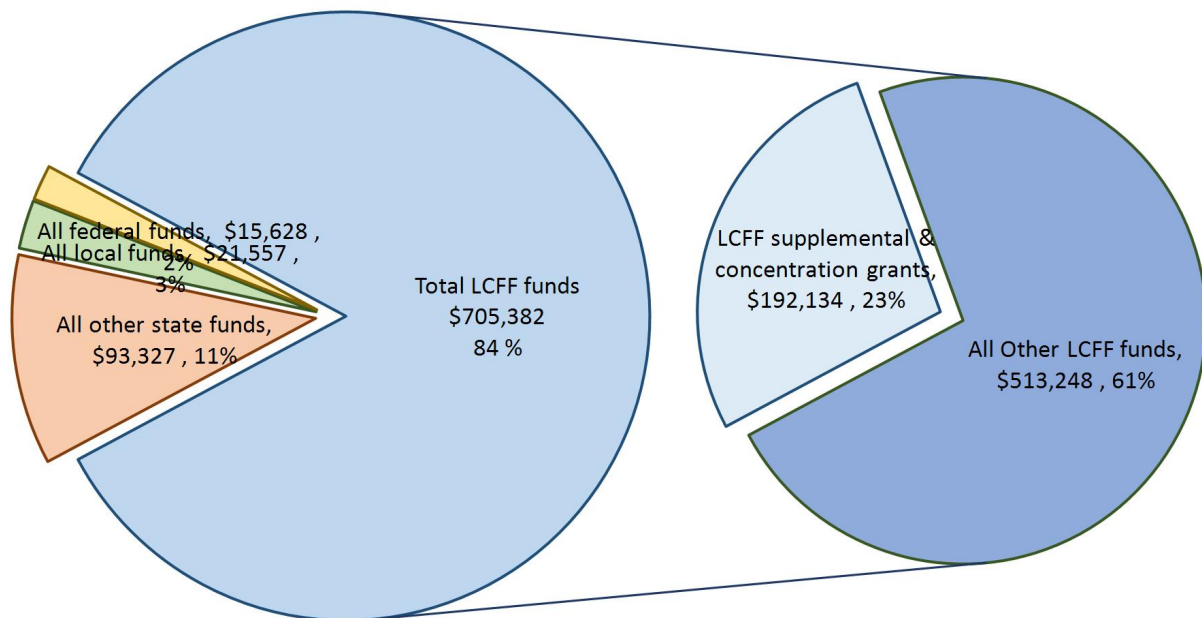Program Director - Career and Alternative Education Services

hsanchez@mcsos.org

(559) 662-6211

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $15,628 ,

All local funds, $21,557 ,
2%
3%

All other state funds,
$93,327 , 11%

Total LCFF funds
$705,382
84 %

LCFF supplemental &
concentration grants,
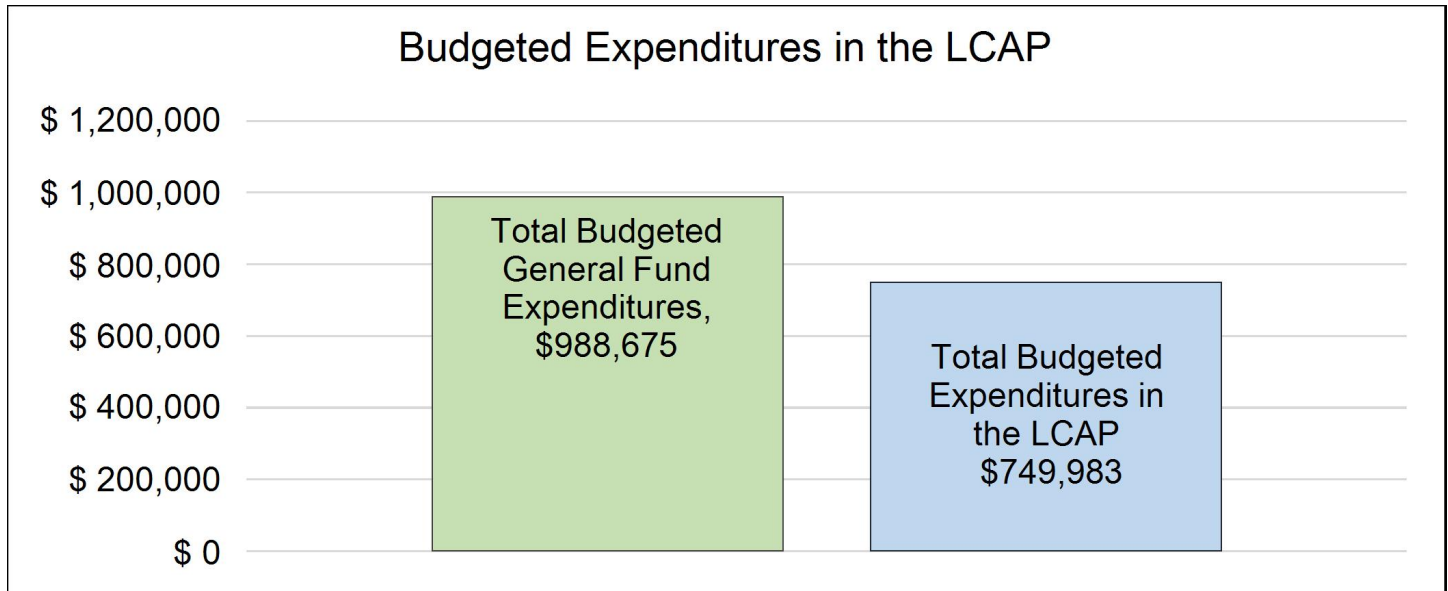$192,134 , 23%

All Other LCFF funds,
$513,248 , 61%

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 $835,894, of which $705,382 is Local Control Funding Formula (LCFF), $93,327 is other state funds, $21,557 is local funds, and $15,628 is federal funds. Of the $705,382 in

LCFF Funds, $192,134 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $988,675	Total Budgeted Expenditures in the LCAP $749,983

This chart provides a quick summary of how much Madera County Independent Academy - MCIA plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Madera County Independent Academy - MCIA plans to spend $988,675 for the 2022-23 school year. Of that amount, $749,983 is tied to actions/services in the LCAP and $238,692 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
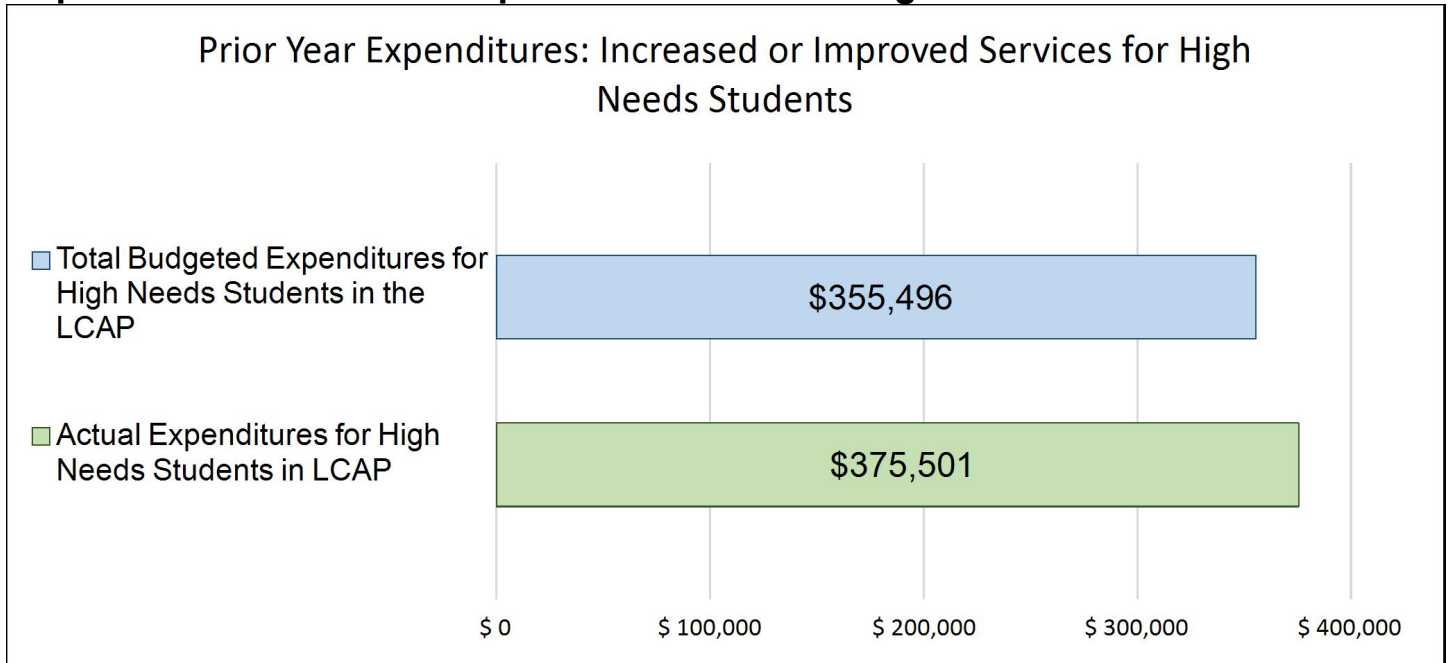
Total general fund budget is $988,675 and the total of $238,692 not included due to general operations of charter, such as expenditures included , but not limited to, annual building rental fee, daily expenses of office and classroom supplies. Fiscal and operations/facilities costs were not included.

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

In 2022-23, Madera County Independent Academy - MCIA is projecting it will receive $192,134 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 $408,479 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $355,496

☐ Actual Expenditures for High Needs Students in LCAP — $375,501

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000

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 2021-22, Madera County Independent Academy - MCIA's LCAP budgeted $355,496 for planned actions to increase or improve services for high needs students. Madera County Independent Academy - MCIA actually spent $375,501 for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera County Independent Academy - MCIA	Mr. Hugo Sanchez - Program Director	hsanchez@mcsos.org 559-662-4640

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

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

For feedback and input, MCIA engaged its Educational Partners on the use of funds provided through the Budget Act of 2021 through 2 scheduled LCAP Zoom meetings held on Tuesday 1/18/22 at 10:00 - 11:00 a.m. and 1:00 - 2:00 p.m. In addition, MCIA sent out an All-CAES online survey to all parents, students and staff with a target response window of 1/18/22-2/4/22. Finally, the LEA provided a short presentation at the 3rd quarter CAES School-Site Council (SSC) Meeting, held on 3/17/22.

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

MCIA received a 15% increase in Supplemental and Concentration Funds for the 2021-22 school year and these funds were utilized to cover the additional expenditures for salary and benefits for staff members; specifically two Instructional Assistants.

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

MCIA did not receive these one-time funds.

MCIA did not receive ESSER III funding.

MCIA is using fiscal resources received for the school year 2021-22 to support students and teachers during the COVID-19 pandemic. The following action plans were aligned to MCIA's LCAP, to address the needs of its students. The Learning Continuity Plan (LCP) The Safe Return to Schools Plan and the Elementary Secondary School Emergency Relief (ESSER III) plan. The primary focus of these plans is to mitigate learning loss during the pandemic/distance learning period in 2020-21. Use of additional staff to support students in the acceleration class has been a targeted intervention to support students; specifically in the areas of ELA and Math. The Safe Return to Schools Plan ensures that students and staff are protected during in-person learning, with a clear set of expectations, guidelines and safety precautions, that allow for students to return safely to the classroom. All plans align with MCIA's goals of 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 and 3) MCIA staff will have greater stakeholder participation and input by developing and fostering meaningful parent and family relationships.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's

(CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided*

through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

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

Madera County Independent Academy (MCIA) is a TK-12 independent study charter school actively serving students in a K-8 setting, which is authorized by the Madera County Board of Education. 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 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. Students have access to courses through Common Core State Standards (CCSS) aligned curriculum and materials.

MCIA student population consists of a wealth of diverse backgrounds. Per Data Quest for 2021-22, 15.5% of MCIA students are English Learners (EL) with Spanish being their primary language. According to the 2021-22 CALPADS data system, the MCIA student body consists of 76.27% Hispanic, 8.47% White, 1.69% African American, 1.69% Asian students, with 10.17% not reporting their ethnicity. California Longitudinal Pupil Achievement Data System (CALPADS) identifies 81% of MCIA students as the Unduplicated Pupil Count (UPC), which includes Socio-economically Disadvantaged (SED), English Learners and Foster Youth (FY). Approximately 5.7% of students enrolled in the MCIA program have identified special needs, with the majority of these students entering MCIA with existing Individualized Education Plans (IEPs), while others have been assessed and determined eligible for services. 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 enrollment is 72 students, hosting 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, learning self-motivation, becoming competent lifelong learners, and requires a significant amount of support and structure from parents to increase the academic success of the child. Students 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

Prior to SB98, MCIA's attendance averaged 85% but California School Dashboard for 2019 shows 52.7% 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. Based on the 2020-21 CAASPP results in ELA and Math, MCIA students scored 7.9% meeting or exceeding standard and 21% nearly meeting standard in ELA, and 0% meeting standards with 5.4% nearly meeting standard in Math. English Learners made significant progress toward English language proficiency (61.5%) compared to the state percentage of 48.3%.

Reflections: Successes

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

Based on the Dataquest 2020-21 CAASPP results in ELA and Math, MCIA students scored 7.9% meeting or exceeding standard and 21% nearly meeting standard in ELA, and 0% meeting standards with 5.4% nearly meeting standard in Math. English Learners made significant progress toward English language proficiency (61.5%) compared to the state percentage of 48.3%. MCIA also utilizes i-Ready diagnostics, common formative assessments and prescriptive intervention lessons to support subskill growth in ELA and Math. All MCIA students demonstrated the following growth from the 1st to 2nd i-Ready formative assessments in 2021-22: (August to December)

MATH
12% = On grade level
35% = 1 year below grade level
52% = 2+ years below grade level

Growth:
+12% = On grade level (0% on grade level on formative assessment 1)
+2% = 1 year below grade level (33% 1 year below grade level on formative assessment 1)
- 14% = 2+years below grade level (66% 2+years below grade level on formative assessment 1)

ELA:
20% = On grade level
23% = 1 year below
58% = 2+ years below

Growth
+7% = On grade level (13% on grade level on formative assessment 1)
- 7% = 1 year below (30% 1 year below grade level on formative assessment 1)
0% = 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. Beginning August 2021, 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 and remedy subskill 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 during the 2021-22 school year. 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.

Instructional technology, including Chromebooks and hotspots (as needed) are provided to all MCIA students for the 2021-22 schoolyear.

All instructional materials K-8th 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.

Based on the results listed in the successes section of the LCAP, the 2021-22 i-Ready results illustrate an identified need for continued student improvement in academic proficiency in both ELA and Math.

MATH
12% = On grade level

35% = 1 year below grade level
52% = 2+ years below grade level

ELA:
20% = On grade level
23% = 1 year below
58% = 2+ years below

The i-Ready diagnostic results illustrate the majority of students (52% in Math and 58% in ELA) are two or more years 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 this 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.

In addition, evidenced by a 10% drop in attendance rate over the last 4 years, chronic absenteeism continues to be a concern, 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 subskill 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.

Next, building positive student and community relationships (Goal 2) with meaningful Social-Emotional (SEL) training for teachers to better understand student needs will continue to be implemented. Finally, increasing parent engagement (Goal 3) will continue to be a priority throughout the school year. For example, an all CAES LCAP Parent and Student Survey was sent out to all parents and students in Spanish or English, via ParentSquare, in January 2022. With multiple reminders and incentives to encourage families to provide feedback, 18% of parents and 52% of students responded to the Google forms link, totaling a 33% return rate. As the previous year posted only 4% return rate in a digital format, the 14% increase is lower than anticipated and will remain a high priority for next year. All results are listed on the educational partner section of this LCAP and the survey results are attached on as a PDF file.

LCAP Highlights

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

During the 2021-22 school year, despite the barriers previously created by COVID-19 and Distance Learning (SY 2020-21), students in grades K-8 increased 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 third year of utilizing i-Ready as a Common Formative Assessment (CFA) in ELA and Math. These assessments provide diagnostic, formative and summative achievement data, to assist teachers in addressing student academic deficiencies and assist students to progress toward grade-level proficiency. In addition, online prescriptive lessons allow students to work on their subskill weaknesses from home. MCIA staff will continue to require weekly one-hour appointments. Additional instructional supports from two Instructional Assistants incorporate prescriptive lessons and resources from the i-Ready program to provide targeted intervention to each student.

The 2021-22 LCAP was informed by the outcomes of the Learning Continuity Plan (LCP), the 2021-22 Mid-Year report and input from members from each educational partner group at Madera County Independent Academy (MCIA). Even during the COVID-19 pandemic, educational partner input continues to support and align with the three overarching LCAP goals of the previous LCAP. 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 81% of the MCIA student population. 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 MCIA LCAP for the 2021-22 school year 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 subskill 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.

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 2021-22 school year, MCIA staff will 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, specific to any and all concerns of the COVID-19 pandemic and a return to in-person instruction. Being in year 2 of the COVID-19 pandemic, 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 and continue partnerships with families. 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.

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.

N/A - MCIA does not currently receive CSI funding.

Support for Identified Schools

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

N/A - MCIA does not currently receive CSI funding.

Monitoring and Evaluating Effectiveness

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

N/A - MCIA does not currently receive CSI funding.

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 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:

1/10/22 All CAES (MCSOS/PTC/MCIA) Staff LCAP Survey sent out by email to support staff, school counselors, instructional assistants, teachers, principals and administrators.

1/18-2/5/22 LCAP Google Survey Window Open - Link sent via ParentSquare to all CAES (MCSOS/PTC/MCIA) parents and students in both English and Spanish.

1/20/22 MCSOS LCAP Educational Partner Zoom #1 (10:00-11:00 a.m.) Attended by Alan Macedo-Program Director, Hugo Sanchez-Program Director, Mrs. Jennifer Clark-ATP Teacher MCSOS, Ms. Bianca Cabello - Business Systems Specialist MCSOS, Mrs. Lori Hamada – MCSOS/Bridges to Leadership Director. Presentation held with student/parent survey results provided.

1/20/22 MCSOS LCAP Educational Partner Zoom Meeting #2 (1:00 -2:00 p.m.) – MCSOS/SELPA Attendees: Linda Igoe, Program Director/Bridges to Leadership Marisa Etheridge, Madera/Mariposa Director of SELPA. Although Special Education does not fall into an unduplicated category, a suggestion was made to have Program Director add students with IEPs to the "students we serve" slide on the presentation, and "the LCAP team has done a wonderful job!" Linda Igoe's feedback was "Thank you Alan for a very informative presentation and your passion for our students!"

1/25/22 (10:00-11:00 a.m. and 1:00 p.m.-2:00 p.m.) All CAES (MCSOS/MCIA/PTC) Parent Advisory Committee (PAC) LCAP input Zoom Meeting 1. Attended by Program Directors, Hugo Sanchez and Alan Macedo and Endeavor parent, MM, input provided: son wants to graduate early and become a motivational speaker to keep others from following the same pathway. Parent asked about graduation credits as she was contacted by Foster Youth/Homeless Liaison, Mrs. Elizabeth Rodriguez, AB 2306 and via Parent Square.

2/24/22 - LCAP PAC Meeting 2 (10:00 a.m.-11:00 a.m.) No Parent Advisory Members Attended

3/24/22 - LCAP PAC Meeting 3 (10:00 a.m.-11:00 a.m.) No Parent Advisory Members Attended
4/28/22 - LCAP PAC Meeting 4 (10:00 a.m.-11:00 a.m.) No Parent Advisory Members Attended
5/25/22 - LCAP PAC Meeting 5 (10:00 a.m.-11:00 a.m.) MCSOS LCAP Presentation to PAC - No Parent Advisory members in attendance
5/31/22 - CAES SSC Meeting 4 (1:00 - 2:00 p.m.) ELAC (2:00 - 3:00 p.m.) Meeting 4 - MCIA and PTC LCAPs presented for approval
6/14/22 - LCAP (MCSOS, MCIA, PTC) Presented to MCSOS Board of Trustees for review
6/21/22 - LCAP (MCSOS, MCIA, PTC) Presented to MCSOS Board of Trustees for approval

https://us02web.zoom.us/j/9308346617?pwd=MW9JOEVtMHBSVDh5WWxST1EyRmlndz09, Meeting ID: 930 834 6617, Passcode: CAES

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

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

created a welcoming environment (friendly and helpful) for their child(ren), 95.4% strongly agree/agree their child's school has clean and well-maintained facilities, 92.3% strongly agree/agree their child feels safe at their school and that the school takes parent concerns seriously. Furthermore, 87.7% of parents strongly agree/agree the staff at their school builds a trusting and respectful relationship, while 86.2% strongly agree/agree the staff at my child's school is interested in their family's culture, language and children's goals. As for students, 94.3% strongly agree/agree their school buildings are clean, 92% strongly agree/agree the staff at my school treats students fairly, 88% strongly agree/agree their school has very clear expectations for student behavior. In addition, 86.2% strongly agree/agree they feel safe at their school, 82.8% strongly agree/agree the staff at my school care about students, and 77.8% strongly agree/agree feel like they are part of their school. On the CAES staff LCAP survey, staff indicated the following results, which are congruent to the educational partner feedback provided. CAES staff survey results indicated 84.5% of staff members rated high or full implementation in making progress toward creating welcoming environments for all families in the community. (Friendly staff members, neat and attractive facilities, etc.), 76.3% rated high or full implementation in making progress toward developing multiple opportunities for school sites to engage in two-way communication between families and instructional staff, and 55.2% rated high or full implementation in making progress toward supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

3. Educational partners recognized greatly the importance of parent involvement in their child's educational process and the need for parent involvement and increased student engagement. Parents and students positively expressed the effective regular two-way communication between home and school, and the need for parent involvement by developing meaningful partnerships and participation outreach in order to increase student engagement, achievement and social-emotional well-being. Some survey data points that validate this analysis summary include the following: 92.3% strongly agree/agree the school utilizes two-way communication, 86.2% strongly agree/agree the school staff communicates with them on a regular basis, 81.6% strongly agree/agree the school supports and builds capacity of family members to participate in advisory groups like SSC/ELAC/PAC, 81.5% strongly agree/agree the school provides opportunities for input on school policies and programs and seeks input from all represented groups in the community, and 76.9% strongly agree/agree their child's school provides opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate engagement. However, student survey responses provided insightful data on the lack of parent participation with 67.4% of students strongly agree/agree their parents feel welcome at their school, 50.2% strongly agree/agree their teacher speaks to/communicates with the parent/guardian on a regular basis, and 29.7% strongly agree/agree their parents participate in school events. While this data supports the effectiveness of certain aspects of 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 76.3% of staff members rated high or full implementation in making progress toward developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families, 63.2% rated high or full implementation for CAES staff's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making for their child's school, 60.5% rate high or full implementation the CAES staff's progress in providing professional learning and support to instructional staff and principals to improve a school's capacity to partner with families, and 55.2% rated high or full implementation for CAES staff's progress in providing opportunities to have families, instructional staff,

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

A summary of feedback provided by specific educational partners (parents and students) is attached to this LCAP, by percentage:

MCSOS CAES (Endeavor/Voyager, MCIA, PTC) Responses by PARENTS (18%)

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

CAES Student Survey Responses (51% returned)

1) Student survey responses: 34.9% MCIA, 31.4% PTC Madera. 21.1% PTC Chowchilla, 12.6% Endeavor/Voyager (MCSOS)
2) Grade Level: 21.1% - 12th, 11th - 17.1%,, 10 -15.4%, 9th -12%, 8th - 7.4%,K - 5.7%, 4th - 5.1%,2nd/6th - 4%, 5th/1st - 2.3%, 3rd - 1.1%
3) Ethnicity: 62.9% Hispanic/Latino, 16.3% White, non-Hispanic, 7.3% America-Indian, 6.7% Two or more races, 7.3% prefer not to answer, Black, African-American 1.7% Asian 0.6% Middle Eastern 0.6%
4) Participation in the following programs: 45.7% None, Not sure 29.1% Designated ELD 17.7%, Free and Reduced 6.3%, Foster Youth 2.3%, Special Education 1.7%
5) 86.2% strongly agree/agree they feel safe at their school
6) 77.8% strongly agree/agree feel like they are part of their school
7) 93.2% strongly agree/agree their teacher encourages them to be successful
8) 93.1% strongly agree/agree their teachers give them enough time to complete their school/homework
9) 65.1% strongly agree/agree they are excited about learning
10) 30.9% strongly agree/agree they would like more help with their school/homework
11) 67.5% strongly agree/agree they are learning life skills at school
12) 50.2% strongly agree/agree their teacher speaks to/communicates with the parent/guardian on a regular basis
13) 29.7% strongly agree/agree their parents participate in school events
14) 94.3% strongly agree/agree their teachers are very knowledgeable in their subject area
15) 91.4% strongly agree/agree their teachers teach them in a way they can understand
16) 56.5% strongly agree/agree they would like to go to a trade/technical school after high school
17) 88% strongly agree/agree their school has very clear expectations for student behavior
18) 82.8% strongly agree/agree the staff at my school care about me
19) 92% strongly agree/agree the staff at my school treats student fairly
20) 94.3% strongly agree/agree their school buildings are clean
21) 67.4% strongly agree/agree their parents feel welcome at their school
22) 74.4% strongly agree/agree they feel happy at their school
23) 92.2% strongly agree/agree they receive the support they need from their teachers
24) 90.3% strongly agree/agree (EL) feel comfortable speaking English in class
25) 93.6% strongly agree/agree feel comfortable reading and/or writing in English
27) 31.4% participate in careers in education, 29.4% child development, 29.4% welding, and 17.6% construction
28) 34.7% not interested in CTE pathways, Interested in 26.3% welding, 20% child development, 18.9% Medical careers, 14.7% Construction/Criminal Justice, 11.6% cosmetology 10.5% culinary arts/hospitality, 7.4% fire-fighting/careers in education, 6.3% digital media/graphic design

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

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 2022-23. 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 81% socio-economically disadvantaged (SED) students. Goal 2-Action 3.
3) Based on feedback from teachers, parent and student data, expanding professional development in the 2021-22 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.			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.			10% of all EL students will be reclassified annually.
3. Percentage of teachers accessing	100% of teachers and staff receive professional	100% of all MCIA teachers are engaged in weekly professional			100% of teachers and staff will participate annually in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
professional development (PD)	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.	development. Staff members are also encouraged to seek relevant PD outside of MCIA. 33% of MCIA teachers accessed external PD.			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.			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	Assessment to be given in Spring 2022. Data provided in June 2022.			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
	met (Data for all other grade levels was not available to smaller cohorts.)				
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.			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 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% of all teachers will be appropriately credentialed in 2021-22.
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 will have access to instructional technology.
10. Percentage of instructional staff trained in Multi-Tier	New action for SY 2022-23	To begin training in the SY 2022-23.			100% of all Instructional staff trained in Multi-Tier

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

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 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.	$243,999.00	Yes
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	$84,351.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$7,000.00	No
1.4	Use LAS Links and i-Ready to increase EL Student Reclassification	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-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.	$19,494.00	No

Action #	Title	Description	Total Funds	Contributing
		Title I		
1.5	Professional Development for Certificated and Classified Instructional Staff	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 though other professional educational agencies. Professional development opportunities will be provided to all staff to support the use of standards-aligned curriculum and pedagogy. Title I & II	$3,100.00	No
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.	$198,904.00	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	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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	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 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.	$10,000.00	Yes
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.	$134,980.00	Yes
1.12	Multi-Tiered Support Systems (MTSS)	Based on reflections of prior practice, this action was added for the school year 2022-23. Needs assessment information and educational	$1,800.00	No

Action #	Title	Description	Total Funds	Contributing
	Professional Development	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.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1, actions 1, 2, 3: The percentage of MCIA (TK-8) SED students achieving grade level proficiency in ELA and Math, as measured by i-Ready assessments dropped from 2021-22 compared to the 2020-21 data in both categories. The challenge in reviewing this data is that it does not compare year-to-year trend data from the same student unless they are enrolled in consecutive years. Students achieving grade level proficiency in ELA dropped from 26% to 20% and in Math, from 16% to 12%. Actions 1, 2, 3 will continue to support the use of i-Ready data to measure grade level proficiency. Success in this program is that MCIA will assess the needs of students more frequently by adjusting instructional practices for improved student outcomes, increasing the frequency of ongoing assessments to a quarterly basis, and quarterly data-driven professional learning communities time for disaggregation of data. Based on teacher input from Spring 2021 staff surveys, teachers expressed a specific need for Math professional development in the areas of mathematical pedagogy and content and

Goal 1, action 4 - Based on LAS Links results from the Fall administration 2021-22 school year, 17.3% of MCIA English Learner (EL) students scored at proficient or above proficient. With 17 EL students required to take the Summative ELPAC in Spring 2022, the challenge is if students will be able to meet the criteria of "4" to qualify for Reclassified Fluent English Proficient (RFEP) when the scores are released. A distinct success of this goal is the Direct English Language Development (DELD) and Integrated English Language Development instruction driven by this data to focus on the four domains of speaking, reading, writing, listening and speaking to increase student achievement. The ELD teachers community of practice meets monthly to discuss student achievement data specific to LAS Links assessment and ELD class performance. Action 4 will continue the support of LAS Links assessments, however, the frequency of assessment will increase from once in the Fall to three times quarterly leading to the summative ELPAC assessment. This increase of frequency will allow teachers to have more regular data points to better inform their instruction to affect higher student achievement.

Goal 1, action 5 - A challenge to this action was due to the COVID-19 pandemic, teachers were not able to easily access external professional development. However, the success was the internal professional development opportunities provided and attended by MCIA staff every Friday, with topics including Math Content and Pedagogy, as well as Social Emotional Learning/Trauma Informed practices.

Goal 1, action 6 - Successes from this year include MCIA staff providing instruction and instructional materials to support students' academic growth as measured by SBAC assessments.

Goal 1, action 7 - Success includes MCIA staff providing instruction and instructional materials to support SED student academic growth as measured by summative SBAC, ELPAC, LAS Links and i-Ready assessments. Challenges remain in lower Math scores (SBAC results to be released in Summer 2022.)

Goal 1, action 8 - Success includes purchase of textbooks, Accelerated Reader (books and software), and online software/curriculum for MCIA students.

Goal 1, action 9 - Success includes MCIA providing high quality professional development to increase teacher and staff effectiveness and retain qualified teachers.

Goal 1, action 10 - Success includes providing technology and Wifi access for SED Students. Challenges will be in the "life span" of said technology and cost to replace.

Goal 1, action 11 - Success includes being able to maintain a low student to teacher ratio.

Goal 1, action 12 - Success is adding this MTSS action for the school year 2022-23.

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

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

Goal 1, action 2 - The difference of the budgeted expenditure versus the actual expenditure for this action was $50,042. These funds not spent due to using CSI funds for the purchase of i-Ready formative diagnostic assessments. This purchase was made as a three year agreement (2021-22 through 2023-24).

Goal 1, action 4 - The difference of the budgeted expenditure versus the actual expenditure for this action was $45,585. These funds were not spent due to LAS being previously purchased through CSI funds for a 3-year contract. Additionally, MCSOS ELA/ELD Program Director contracted time was reduced.

Goal 1, action 5 - The difference of the budgeted expenditure versus the actual expenditure for this action was $17,775. These funds were not spent due to external Professional Development not being accessed at capacity due to the COVID-19 pandemic restrictions. Additionally, MCSOS/CAES Program Director contracted time.

Goal 1, action 6 - The difference of the budgeted expenditure versus the actual expenditure for this action was $43,583. These funds were not spent due and overestimation of salaries and benefits for the new year.

Goal 1, action 8 - The difference of the budgeted expenditure versus the actual expenditure for this action was $27,800. These funds were not spent due to materials and Accelerated Reader books being purchased with CSI funds.

Goal 1, action 11 - The difference of the budgeted expenditure versus the actual expenditure for this action was $18,566. The overage in expenditures was due to MCIA teacher increase in salary and benefits.

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

Goal 1, actions 1, 2, 3, MCIA students demonstrated progress toward Goal 1 by an increase in i-Ready academic proficiency, and MCIA staff utilizing i-Ready data to support instruction and targeted professional development specific to mathematical pedagogy and content. As previously stated, although there was a drop in academic proficiency between school years 2020-21 and 2021-22, as measured by i-Ready, MCIA students achieved a 7% growth this year in academic proficiency for ELA i-Ready scores from 13% to 20%, and a 12% increase in Math from 0% to 12% between diagnostics 1 and 2 in 2021-22. Attributed to this progress were the addition of two Instructional Assistants supporting the needs of students by addressing their subskill weaknesses during scheduled Acceleration Classes, and targeted, continued professional development for all MCIA staff; specifically in the area of math pedagogy and content.

Goal 1, action 4 - LAS Links assessments are formative assessments that provide student data on English language proficiency in the listening, speaking, reading and writing domains to guide instruction and interventions supporting each EL student's needs. The high correlation between LAS Links assessment results and ELPAC assessment results allows teachers to plan instruction to meet the proficiency needs of all ELs. Designated ELD classes are articulated to standards aligned curriculum, and all EL students are enrolled in classes with their cohort teachers. Based on LAS Links data, 17% of EL students assessed scored Proficient/Above Proficient and are expected to meet the reclassification criteria of "4" as measured by ELPAC Summative Assessment administered in Spring 2022. Data from LAS Links was analyzed and shared in Community of Practice meetings with MCSOS ELA/ELD Program Director, site administrators, and teachers to share out student achievement data, effective interventions and instructional practices, and specifically discuss individual students experiencing difficulty with the curriculum. Embedded interventions for SBAC and ELPAC assessments are discussed and determined during these meetings.

Goal 1, actions 5 and 11 - Student achievement is the ultimate outcome of professional development. MCIA staff participate in a weekly professional development program designed to increase student achievement. Designated time is protected to provide weekly discussions focused on curriculum and practice with vertical articulation, given there is one teacher per grade cluster.   Given low student proficiency scores as measured by ELPAC and SBAC, the focus has been on student achievement in Mathematics, ELD, and SEL concerns. All teachers received professional development through MCSOS content area specialists. Teachers pedagogical learning has been infused in classroom instruction on a daily basis and will help students become grade-level proficient. As a result, from Diagnostic 1 (August 2021) to

Diagnostic 2 (December 2021), there was a growth of 7% in Reading, with students progressing from 13% on grade-level to 20% on grade level. For Math Diagnostics, which were administered during the same window, students progressed from 0% on grade-level to 15%.

Goal 1, action 6 - MCIA staff members provide various support services to allow the school to function effectively and efficiently. Staff services provide include, but not limited to student data tracking, access to student academic records, social emotional supports, daily functions of school business, student recognition of academic success, school leadership, curriculum development, and accurate student record keeping.

Goal 1, action 7 - Although MCIA did not utilize the Interim Assessment Blocks (IAB) the LEA utilized summative SBAC, ELPAC, LAS Links and formative i-Ready assessments to analyze student achievement data and monitor student progress, growth and intervention.

Goal 1, action 8 - Accelerated Reader is a computer-based supplemental reading program designed to increase reading skills and proficiency, and is used at all grade levels. Currently, MCIA students have access to roughly 4,000 books at various Lexile levels and topics of interest. Of which, students have read nearly 1,100 titles this year to reinforce and build reading proficiency. Ultimately, Accelerated Reader is in place at MCIA to assist our students in building a true love for reading over their lifetime. As of 5/1/22, 1,207 books (1,871,482 words) were read by MCIA students. Students reading at or above grade level will have the skills to test at grade-level or greater academic proficiency.

Goal 1, action 10 - The MCIA academic program demands students have access to technology including Chromebooks and WIFI hotspots. Not all SED students have access at home to personal devices, and thus, MCIA staff provides both to each student for use at home and school as a necessary part of the educational program. Students take computer-based assessments, access core curriculum, complete homework, and also complete state-mandated assessments at school using these devices. With MCIA providing devices, no student is at any disadvantage due to Socio-Economic needs. Currently, all MCIA students have Chromebooks and 47.2% have been issued a WIFI hotspot for home use. For students of need, the monthly hotspot service fee is paid by MCIA. This action is necessary in order to maintain updated Chromebook devices and hotspots for all SED students.

Goal 1, action 11- The MCIA Charter stipulates the student to teacher ratio to remain lower than 30:1. The additional teacher has lowered the student to teacher ratio to fewer than 25:1, allowing SED students greater access to instructional time and individualized academic support with their teacher to achieve grade-level proficiency. MCIA will ensure credentialed teachers are available keep the student to teacher ratio below the LEA average of 30:1.Reducing student to teacher ratio benefits the 81% SED and 84% minority student populations. These lower ratios provide opportunities for teachers to build stronger connections with students, help provide insights into their learning needs and motivations, and be more instructionally responsive based on formative and summative assessments. Visible Learning (J. Hattie) research sites an effect size of 0.52 for student-teacher connection/relationship. Smaller class sizes allow for greater connections and greater connections lead to increased achievement and graduation rates. This helps support Goal 1 through increasing the graduation rate and student preparedness for beyond high school. To measure this, ELA and Mathematics SBAC scores will increase by 5% annually, and data collected on student LCAP surveys will show growth in questions pertaining to teacher's belief of student success, learning skills that will help students later in life, and that teachers and adults care about students.

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

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

Goal 1, metrics 4, 5 and 6 - After a review of Goal 1, metrics, 4, 5, and 6, each were found to be incongruent from the metric statement to the desired outcome. Each of these metrics was adjusted to address consistency of language measuring academic proficiency by percentage instead of number.

Goal 1, action 12 - This is an addition of the Multi-Tiered Systems of Support (MTSS) training. This new action is based on the following: continued low student academic proficiency as measured by SBAC and i-Ready scores, parent survey feedback (40% stating a request for additional academic support and 23% requesting SEL support), as well as input from Madera County Department of Behavior Health (MCDBH) clinician stating students will need additional post-pandemic mental health support. Enrollment data is indicating an increase in the number of new students previously expelled from prior school districts. MTSS is a research based support structure that addresses the universal, focused and intensive interventions for students in academics, behavior, social emotional learning (SEL) and college and career readiness domains.

Goal 1, desired outcomes of 4, 5, 6 were modified to "Annually increase SBAC academically proficient scores by 5%."

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.			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			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.			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 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.			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 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.			Chronic absenteeism will decrease by 5% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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.			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)			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.			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 provide workshops on career exploration, SEL, and other relevant topics.	$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Provide Student/Parent Transportation Assistance	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. Title I	$500.00	No
2.3	Provide Social-Emotional Learning Services	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.	$9,000.00	Yes
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

Action #	Title	Description	Total Funds	Contributing
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
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.		No

Action #	Title	Description	Total Funds	Contributing
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	$1,000.00	No

Goal Analysis [2021-22]

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

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

In an analysis of how this goal was carried out in the previous year, the following substantive differences in planned actions and actual implementation of these actions, along with successes and challenges, is below:

Goal 2, action 1 - Challenges for this goal were the COVID-19 restrictions not allowing students to attend outside enrichment activities. Success this year was found in guest speakers being able to come on-site to present.

Goal 2, action 2 - Challenges for this year was public transportation was to be available to MCIA students in need, however, COVID-19 restrictions canceled the possibility of Madera Area Express (MAX) as a transportation option for MCIA students during this school year.

Goal 2, action 3 - A success of this was the availability of social/emotional services for students through Camera Health Centers and Behavioral Health. A challenge was the high number of referrals received post-COVID.

Goal 2, action 4 - Successes this year were, following COVID-19 guidelines, Parent/Teacher conferences were held within MCIA with proper safety protocols as well as 8th grade promotion on an individual student basis. A challenge was not being able to have large group gatherings such a Parent Appreciation Day and Open House.

Goal 2, action 5 - Success in this goal was maintaining safe and clean MCIA facilities with a positive FIT report. Challenges included the additional COVID-19 cleaning protocols to each site.

Goal 2, action 6 - Challenge for this school year illustrated the high percentage of chronic absenteeism (53.5%) of MCIA students. Successes include improved teacher to parent communication through ParentSquare.

Goal 2, action 7 - Successes in this action highlight the high percentage of students (86.2%) and 92.4% of parents stating they feel safe on campus.

Goal 2, action 8 - Success in this action was MCIA maintaining a 0% suspension rate.

Goal 2, action 9 - Challenges to MCIS was the lower student attendance rate at 81% in January 2022.

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

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

Goal 2, action 1 - The difference of the budgeted ($11,000.00) expenditure and actual ($1,628.00) was $9,372.00 unspent. The reason for this was lack of external field trips taken due to COVID-19 Pandemic, with the Virtual Reality classroom sets not purchased due to supply chain issues.

Goal 2, action 3 - The difference of the budgeted ($13,900.00) expenditure and actual ($700.00) was $13,200.00 unspent. The reason for this was SEL additional days for services were not contracted with the School Psychologist.

Goal 2, action 5 - The difference of the budgeted ($44,648.00) expenditure and actual ($94,608.00) was $49,960 overspent. The reason for this was due to increased costs for maintenance and supplies, including precautionary safety measures required as a result of COVID-19 as well as an increase in utility costs.

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

Goal 2 action 1 - External learning opportunities provide MCIA SED students (81%) with enrichment experiences that enhance student learning both inside and outside the classroom. In December 2021, Reptile Ron brought reptiles and other animals to MCIA teach students about animals and inform them of the responsibility to care for the environment.

Goal 2 action 3 - This year, 17 referrals, or 17% of the overall student population for SY 21-22, were made for student support including 8 Student Study Teams referrals and 9 school counselor or school psychologist referrals. Referrals to school counselor and school

psychologist allowed students to receive services and resources to support emotional and psychological well-being. Safe learning environments contribute to increased academic proficiency, increased attendance, and greater connectedness to school.

Goal 2 action 4 - In spite of the difficulties of the COVID-19 Pandemic scenario, MCIA staff was able to conduct Parent-Teacher Conferences in October 2021 with 75% of MCIA parents attending "in-person" conferences with each child's teacher.

Goal 2 action 5 - Students learn best in safe and clean facilities. As indicated in the LCAP Parent Survey (January 2022), 93.4% of Parents and 94.3% of students responded that the MCIA facility is neat and well maintained. Students learning in safe, clean, and functional learning environments can focus on learning. School maintenance personnel inspect the school plant on an annual basis and our school is rated in the "Good Repair" category, which is the highest category available.

Goal 2 action 6- Decrease Chronic Absenteeism rates was not effective due to strict COVID-19 quarantine guidelines and multiple students, perhaps same families, having to be quarantined during SY 2021-22. During this school year, at least 44 students were on Mandatory Quarantine, which varied in length based on COVID-19 guidance from State of California and Madera County Department of Public Health. Although these measures were necessary for the health and safety of students, families, and staff, they had a huge impact on attendance and Chronic Absenteeism.

Goal 2 action 7 - LCAP Parent and Student Surveys indicated 86.2% of students and 92.4% of parents reported feeling safe and supported by school staff at MCIA.

Goal 2 action 8 - Student suspension rate for was 0% at MCIA for School Year 2021-22.

Goal 2 action 9 - Student recognition rate, as evidenced by 3 students per month receiving "Student of the Month" awards for academics, attendance and good behavior, and student store incentive purchases all contribute to students feeling connected to their school. Referring to the 2022 Student LCAP Surveys, 77.7% of students reported feeling connected to school. This also contributes to overall student well-being.

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

There are no changes to goal 2, However, based on reflections made from prior practice, the following changes made were:

Goal 2, Metric 1- After reviewing all Goal 2 metrics principally directed at unduplicated students, educational partners felt the need to change targeted group language from "All Students" to "All SED 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
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 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.			Number of parents will continue to increase annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.			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.			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 Guardians to School Events	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	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
3.3	Promote School Communication with Families	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. Title I	$6,000.00	No
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 [2021-22]

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

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

In an analysis of how this goal was carried out in the previous year, the following were found to have substantive differences in planned actions and actual implementation of these actions:

Goal 3, action 4 - The percentage of parents of EL students in Parent Advisory Committees (PAC) continues to be a challenge for MCIA given the LEA had 0% of EL parents participate in PACs during School year 2021-22.

Successes and challenges include:

Goal 3, action 1 - Success in documenting school to home communication in Powerschool.
Goal 3, action 2 - COVID-19 restrictions presented challenges to this action for parent participation. A success for MCIA was parent participation in School Site Council (SSC) and Teacher/Parent Conferences.
Goal 3, action 3 - A success in this action was the utilization of ParentSquare for home communication in both English and Spanish.
Goal 3, action 4 - A challenge of this action was getting more EL parents involved in ELAC and RFEP reclassification meetings.

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

There were no significant material differences between budgeted expenditures and actual expenditures 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.

Goal 3, action 1-100% of teachers and staff maintained a contact log, as evidenced by data obtained from Parent LCAP Survey, 92.3% parents state the school has good two-way communication, and 86.2% that the school regularly communicates with parents at home.

Goal 3 action 2-Number of parents attending school events including Parent-Teacher Conferences was substantively higher than anticipated given the COVID-19 Pandemic. October's Parent-Teacher Conferences were attended by 75% of MCIA's parents.

Goal 3, action 3-Percentage of parents using ParentSquare as an interactive tool, as evidenced by the weekly ParentSquare reports sent to Program Director stating 98% of MCIA parents are receiving messages via ParentSquare, and an increase from 4% to 18% of parents responding to the 2021-22 LCAP online parent survey over the 2020-2021 LCAP Parent Survey a year ago. This is a response increase of 14%.

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

There were no changes to goal 3. However, based on reflections resulting from prior practice, the following change was made to metric 1:

Goal 3, metric 1- The metric was changed from a numerical value to a percentage value of teachers and staff maintaining a call-log, as demonstrated by 100% of MCIA teacher entries made into PowerSchool.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
128,960	18,257

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
33.35%	0.00%	$0.00	33.35%

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.

Actions included in the MCIA LCAP are marked as contributing to the increased or improved services requirement for Foster Youth, English learners, and socio-economically disadvantaged students, are provided on a site wide basis and are consistent with 5 CCR Section 15496(b). As described in the LCAP instructions, MCIA has ensured actions are principally directed toward Unduplicated Pupils and effective in meeting their needs. By using the calculation tool provided by the state, Madera County Independent Academy has calculated that it received $128,960 in supplemental and concentration funding under the Local Control Funding Formula (LCFF).

In determining the needs for increased services for MCIA's unduplicated pupils (socio-economically disadvantaged, 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.

The 2021-22 ELA and and Math i-Ready Diagnostic 2 data for SED students illustrated the following:

ELA

19% - On grade level

25% - 1 year below

56% - 2+ years below

Math

12% - On grade level

35% - 1 year below

52% - 2+ years below

Writing of the MCIA LCAP included referencing available research on the learning loss generated from the pandemic; which indicated that "Preliminary COVID slide estimates suggest students will return in the Fall of 2021 with roughly 70% of the learning gains in reading, relative to a typical school year." However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what would be observed in normal conditions." (NWEA, Collaborative for Student Growth, April, 2020). The details of the required justifications for how MCIA is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions and Services section of this plan. After assessing the needs, conditions, and circumstances of MCIA's low-income students, MCIA's low academic proficiency as measured by the 2021 SBAC results for ELA (7.89% standard met or exceeded) and Math (0% standard met or exceeded), along with educational partner feedback, it is necessary to use local assessments and interventions to address the subskill weaknesses of SED students in ELA and Math. In order to address low academic proficiency of low-income students, MCIA will continue to implement i-Ready formative assessments and prescriptive, individualized lessons in ELA and math that are designed to address each student's subskill weaknesses. Teachers, Instructional Assistants, school counselors, and administrators will analyze summative and formative assessment results and data to guide instruction, implement appropriate interventions and plan professional development to increase academic proficiency in ELA and math. Goal 1, Actions 1, 3, 7, 10 and 11 provide additional instructional staff, technology and academic resources to address the academic needs of SED students. These actions are being provided on an LEA-wide basis and expect all students not meeting or exceeding standard will benefit. However, because of the significantly lower academic performance scores of SED students, we expect that SBAC assessment scores for MCIA's SED students will increase significantly, more than the average score of all other non-SED students.

Goal 1, Action 1-To increase the academic proficiency of MCIA SED students (81%), MCIA 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 MCIA 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.

Goal 1, Action 3 -To meet the learning needs of MCIA's SED students and the address their academic deficiencies, MCIA 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: 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 MCIA low-performing SED students behind grade level in ELA (81%) and math (87%), 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 SED students. This will be measured by the number of days of professional learning provided to MCIA staff.

Goal 1, Action 7- Currently, the SED student population for MCIA has low percentages of students meeting or exceeding standards on the state assessment in either ELA or Mathematics. To address this need, 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.

Goal 1, Action 10 - Based on local survey data prior to the pandemic, MCIA parents stated student access to personal technology, beyond a cell phone, was limited. MCIA decided to use COVID-19 relief funds to bridge the technology gap for SED students lacking access to appropriate technology and internet connectivity. This trend was not just limited to Madera county, but much further. In a Pew Research article, it is noted that SED students tend to rely on phone use due to a lack of access to a computer or home broadband. 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 this effectiveness and implementation percentages, survey data will continue to be collected along with numbers of units distributed throughout the school year.

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. Finally, the lower student to teacher ratio will improve attendance rates and help decrease chronic absenteeism.

Goal 2, Action 1- MCIA will provide external learning opportunities for students to build a foundation to close learning gaps by providing enriched experiences. In a study led by James Banks, SED 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 81% of MCIA students being SED, these opportunities are vital to addressing learning gaps. MCIA will provide, after COVID restrictions are fully lifted, 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.

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.

Goal 2, Action 6 - In 2021, MCIA SED students had a chronic absenteeism rate of 58.2% as compared to non-SED students (50%) and the chronic absenteeism rate for the state at 15%. 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. With 81% of MCIA students being SED, these opportunities are vital to addressing learning gaps to minimize factors that contribute to poor attendance. 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.

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 actin'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 increased 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 $ LCFF base funding constrains the services MCSOS is able to provide. After examining the needs of our unduplicated students, MCIA uses its LCFF supplemental and concentration (S/C) funds of $128,960 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 LEA-Wide initiatives aimed at increasing success for all students, by using strategies principally directed to improve the educational outcomes of unduplicated students These actions and services would not be provided, or increased and/or improved to the degree to which they are available to our high-needs students without the availability of the 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. We believe no action provides a disproportionate increase or improvement in services for students not included in the unduplicated student groups. The percentage of all increased/improved services for high-needs students is equal to or exceeds the 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 our unduplicated students, MCSOS has increased or improved services by at least the percentage calculated above as compared to the services provided for all students.

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional concentration grant add-on funding identified above was used to increase the number of staff providing direct services to students at MCIA with a high concentration of SED students (81%). Two Instructional Assistants were hired to 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.

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non personnel
Totals	$749,983.00			$108,745.00	$858,728.00	$735,228.00	$123,500.00

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	$242,499.00			$1,500.00	$243,999.00
1	1.2	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math	All				$84,351.00	$84,351.00
1	1.3	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math	All	$7,000.00				$7,000.00
1	1.4	Use LAS Links and i-Ready to increase EL Student Reclassification	All	$1,000.00			$18,494.00	$19,494.00
1	1.5	Professional Development for Certificated and Classified Instructional Staff	All	$1,000.00			$2,100.00	$3,100.00
1	1.6	Providing Instruction and Instructional Materials to Increase Student Achievement in ELA and Math	All	$198,904.00				$198,904.00
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
1	1.10	Provide Technology Access for SED Students	Low Income	$10,000.00				$10,000.00
1	1.11	Maintain Low Student to Teacher Ratio by Adding a Teacher	Low Income	$134,980.00				$134,980.00
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	$9,000.00				$9,000.00
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
2	2.8	Maintain Suspension Rate	All					
2	2.9	Increase Attendance Rate	All	$1,000.00				$1,000.00

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
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	$6,000.00				$6,000.00
3	3.4	Increase feedback from Parents of EL Students	All					$0.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
386,675	128,960	33.35%	0.00%	33.35%	$408,479.00	0.00%	105.64 %	**Total:**	$408,479.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$408,479.00

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		$242,499.00	
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		$134,980.00	
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		$9,000.00	

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	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$974,566.00	$836,286.00

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	208,179.00	212,090.00
1	1.2	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math	No	99,200.00	49,158.00
1	1.3	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math	Yes	15,920.00	15,920.00
1	1.4	Use LAS Links and i-Ready to increase EL Student Reclassification	No	108,946.00	63,361.00
1	1.5	Professional Development for Certificated and Classified Instructional Staff	No	71,182.00	53,407.00
1	1.6	Providing Instruction and Instructional Materials to Increase Student Achievement in ELA and Math	No	219,017.00	175,434.00
1	1.7	Provide Instruction and Instructional Materials to Increase SED Student Achievement in ELA	Yes	2,000.00	625.00
1	1.8	Provide and Purchase Accelerated Reader Program	No	45,000.00	17,200.00
1	1.9	Retain Highly Effective Teachers	No	0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Provide Technology Access for SED Students	Yes	11,580.00	8,478.00
1	1.11	Maintain Low Student to Teacher Ratio by Adding a Teacher	Yes	116,694.00	135,260.00
2	2.1	Provide external learning opportunities for students.	Yes	11,000.00	1,628.00
2	2.2	Provide Student/Parent Transportation Assistance	No	500.00	0.00
2	2.3	Provide Social-Emotional Learning Services	Yes	13,900.00	7,000.00
2	2.4	Host Annual School Events	No	600.00	200.00
2	2.5	Maintain School Facilities	No	44,648.00	94,608.00
2	2.6	Decrease Chronic Absenteeism	Yes	1,500.00	800.00
2	2.7	Maintain a Safe School Environment	No	0.00	0.00
2	2.8	Maintain Suspension Rate	No	0.00	0.00
2	2.9	Increase Attendance Rate	No	1,200.00	200.00
3	3.1	Documenting School to Home Communication	No	0.00	0.00
3	3.2	Increase Attendance of Parents and Guardians to School Events	No	1,000.00	200.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Promote School Communication with Families	No	2,500.00	717.00
3	3.4	Increase feedback from Parents of EL Students	No	0.00	0.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$127,696	$355,496.00	$375,501.00	($20,005.00)	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	$182,902.00	$212,090		
1	1.3	Use i-Ready Assessments to measure grade-level proficiency in ELA and Math	Yes	$15,920.00	$15,920		
1	1.7	Provide Instruction and Instructional Materials to Increase SED Student Achievement in ELA	Yes	$2,000.00	$625.00		
1	1.10	Provide Technology Access for SED Students	Yes	$11,580.00	$8,478.00		
1	1.11	Maintain Low Student to Teacher Ratio by Adding a Teacher	Yes	$116,694.00	$135,260.00		
2	2.1	Provide external learning opportunities for students.	Yes	$11,000.00	$1,628.00		
2	2.3	Provide Social-Emotional Learning Services	Yes	$13,900.00	$700.00		
2	2.6	Decrease Chronic Absenteeism	Yes	$1,500.00	$800.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$419,225	$127,696	0	30.46%	$375,501.00	0.00%	89.57%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary
Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

    o 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

    o 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)

    o 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

  o 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)

  o 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 (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o 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)

  o 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 %)

  o 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)

  o 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)

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

CAES Parent LCAP Survey 2022

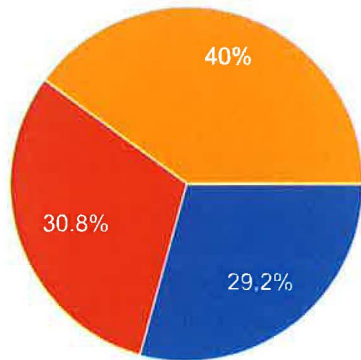Questions   **Responses**   65   Settings

65 responses

Accepting responses

Summary   Question   Individual

1. My Child attends the following school:

65 responses

● MCIA
● PTC Madera
● PTC Chowchilla
● Endeavor / Voyager

40%
30.8%
29.2%

Demographics

2. I identify most closely with the following:

65 responses

- ● Hispanic or Latino
- ● Black or African American
- ● Asian or Asian American
- ● American Indian or Alaska Native
- ● White, non-Hispanic
- ● Two or more Races
- ● Pacific Islander or Native Hawaiian
- ● Prefer not to answer

23.1%

7.7%

60%
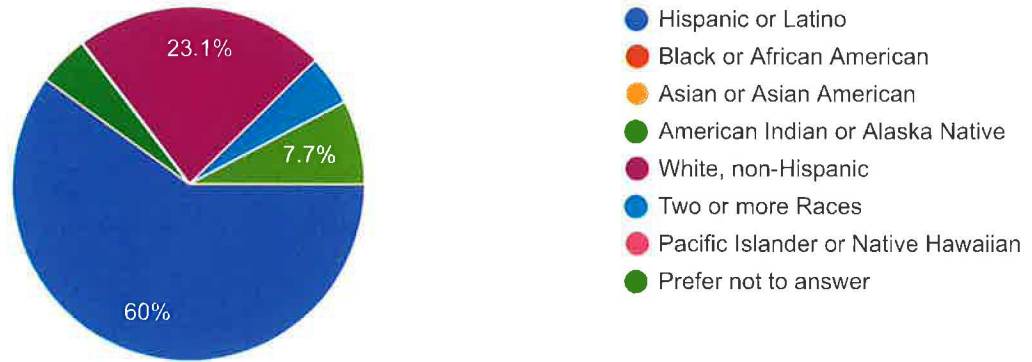
3. My child or children at this school participate in the following programs:

65 responses

English Learner	3 (4.6%)
Foster Youth	1 (1.5%)
Free or reduced-price meals	24 (36.9%)
Special Education services	7 (10.8%)
Not sure	19 (29.2%)
None of the above	22 (33.8%)

0   5   10   15   20   25
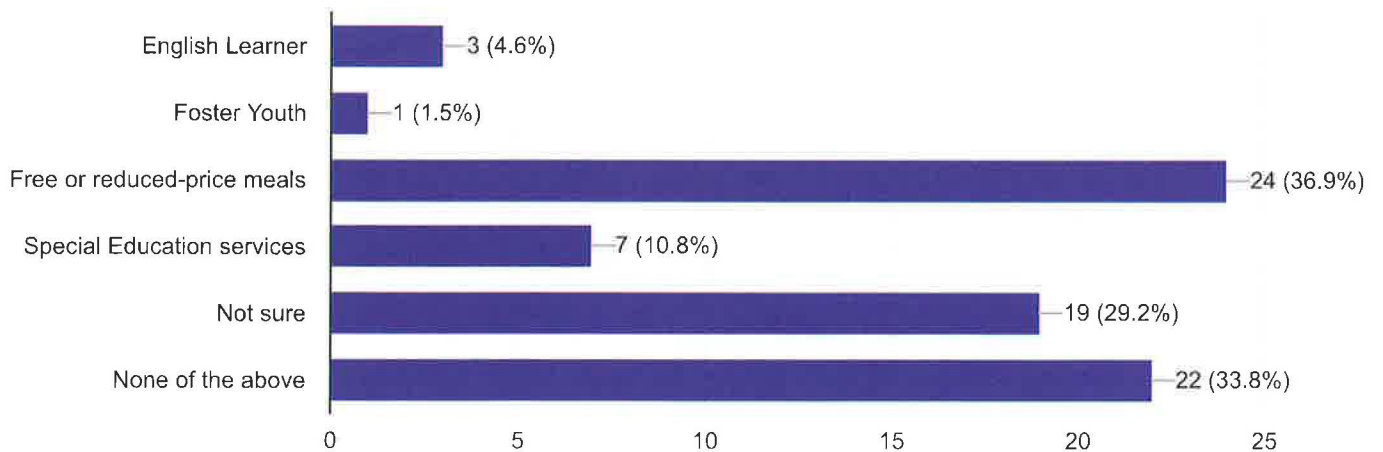
Parent and Family Engagement

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

65 responses

- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

55.4%

9.2%

32.3%
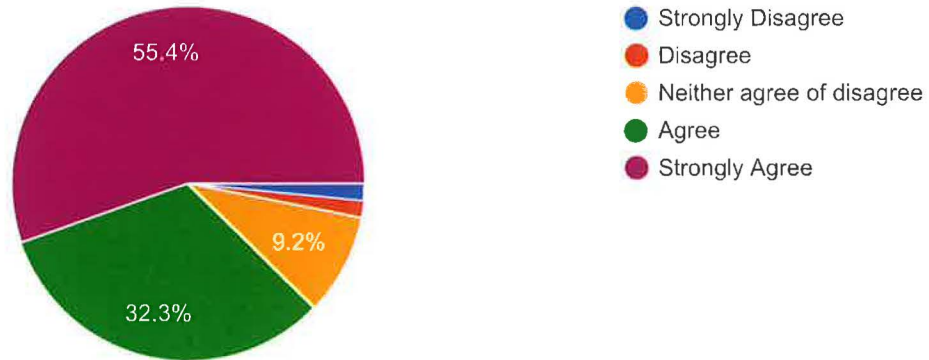
5. My child's school has created a welcoming environment (friendly and helpful) for my family.

65 responses

- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

50.8%

44.6%
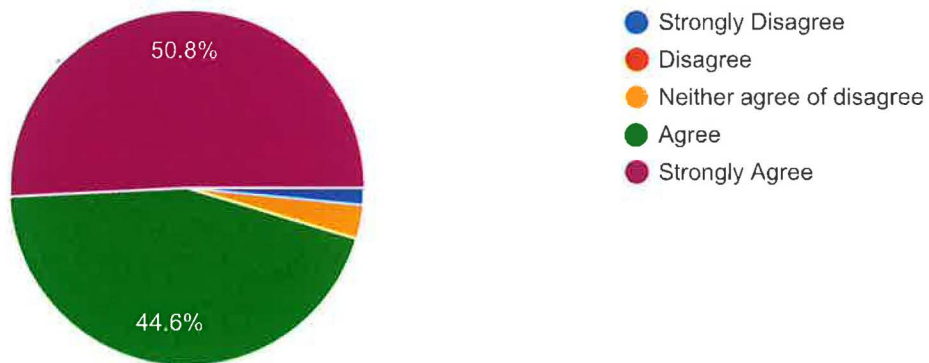
6. The staff at my child's school is interested in our family's culture, language and goals for my child(ren).

65 responses

Legend:
- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

47.7%
12.3%
38.5%
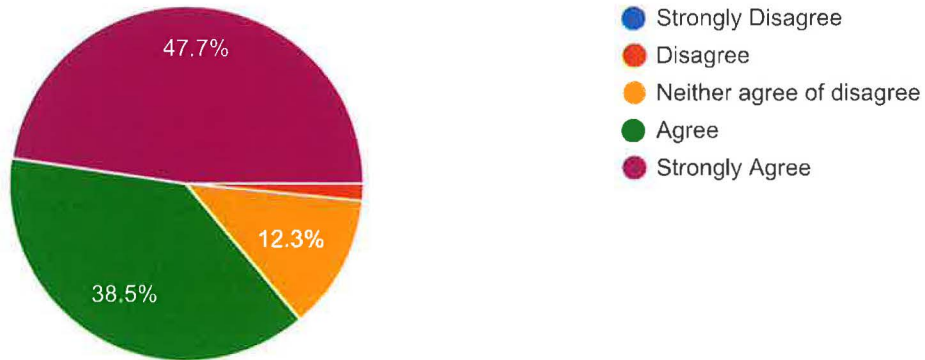
7. My child's school utilizes accessible two-way communication between families and educators.

65 responses

Legend:
- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

49.2%
7.7%
43.1%
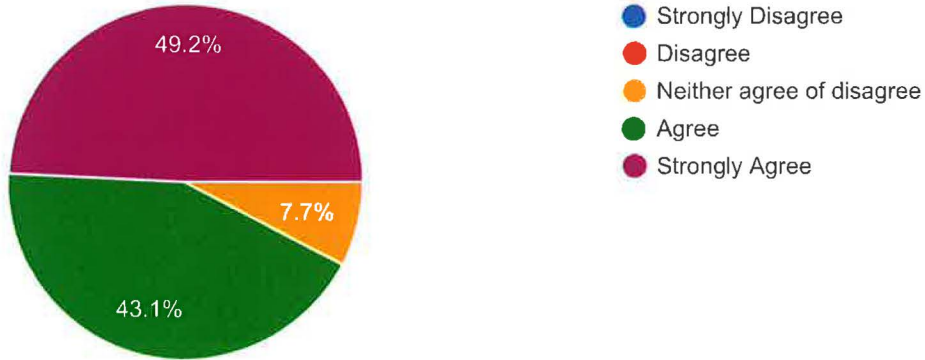
8. My child's school provides information and resources to support student learning in the home.

65 responses

- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

52.3%

40%
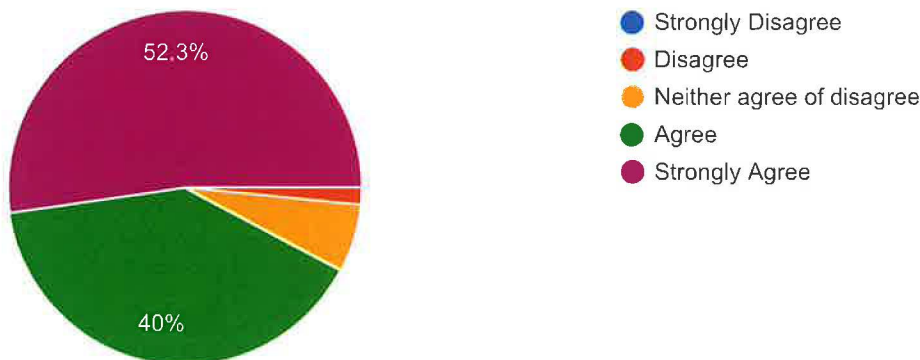
9. My child's school has policies for teachers to meet with families and students to discuss progress and ways to work together to support improved student achievement.

65 responses

- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

50.8%

40%
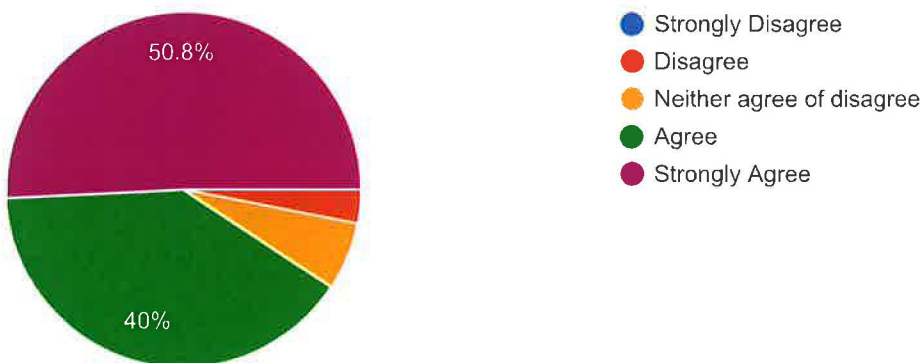
10. My child's school helps my family understand and exercise our legal rights and advocate for my child.

65 responses

- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

43.1%
40%
15.4%
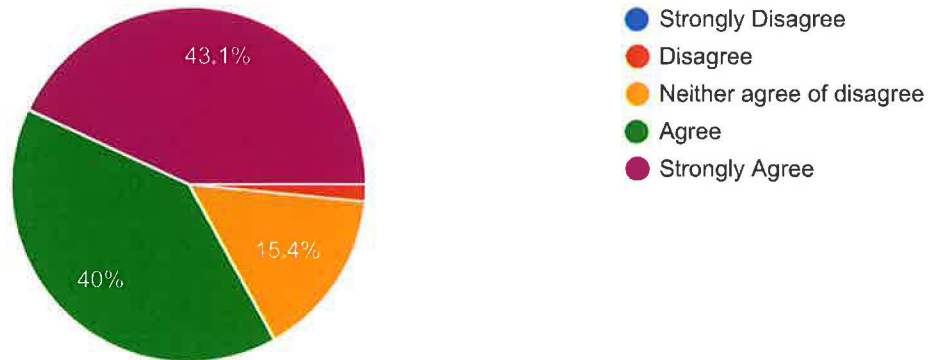
11. My child's school supports and builds the capacity of family members to participate in advisory groups like School Site Council (SSC) English Learner Advisory Committee (ELAC) and the decision-making process.

65 responses

- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

30.8%
50.8%
13.8%
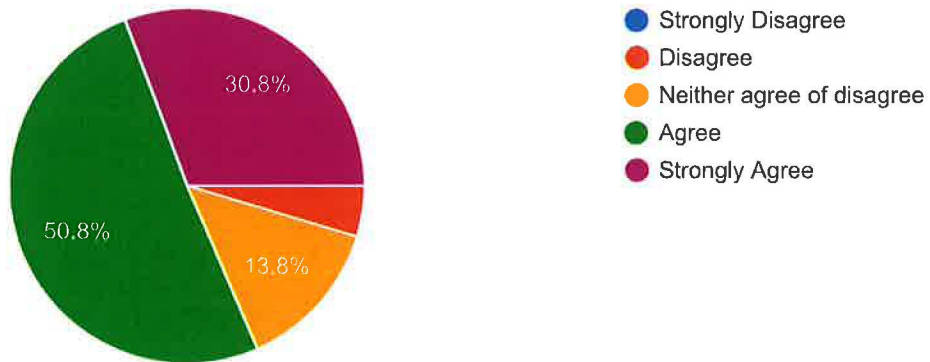
12. My child's school provides opportunities for my input on school policies and programs, and seeks input from all represented groups of our school community.

65 responses

- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

24.6%

56.9%

15.4%
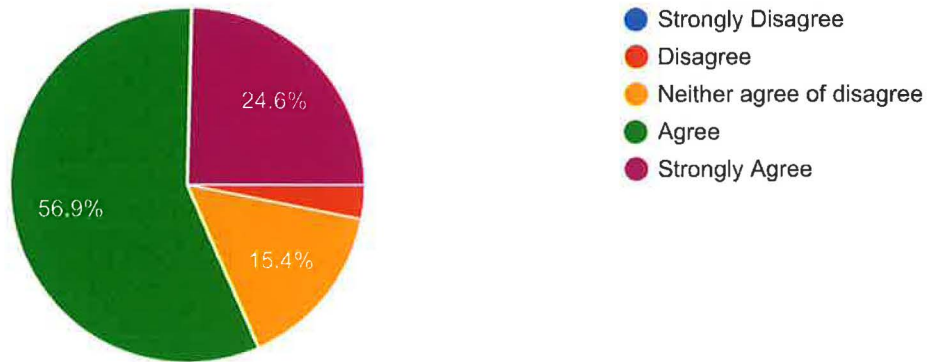
13. My child's school provides opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

65 responses

- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

33.8%

43.1%

20%
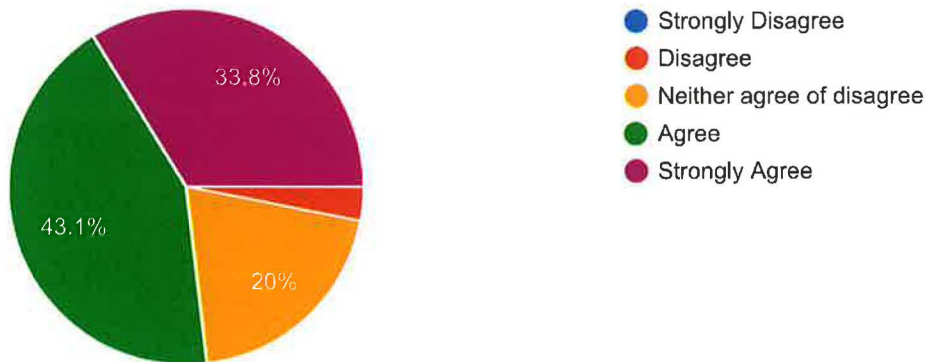
School Climate

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

65 responses

Legend:
- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

43.1%
52.3%
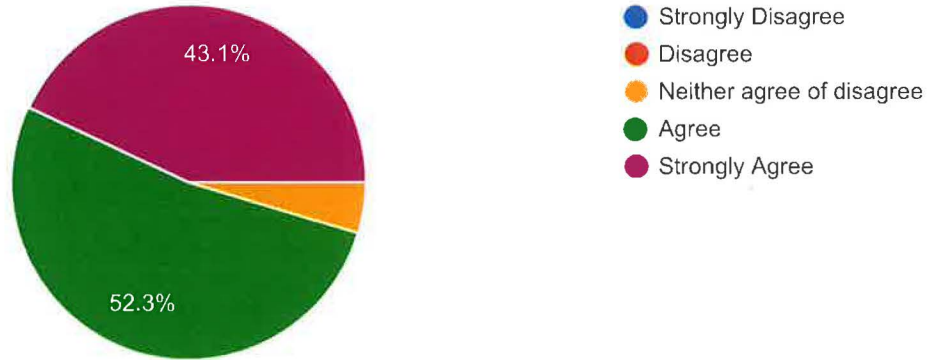
15. The teachers at my child's school are able to meet the academic needs of English Learners.

65 responses

Legend:
- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

47.7%
7.7%
44.6%
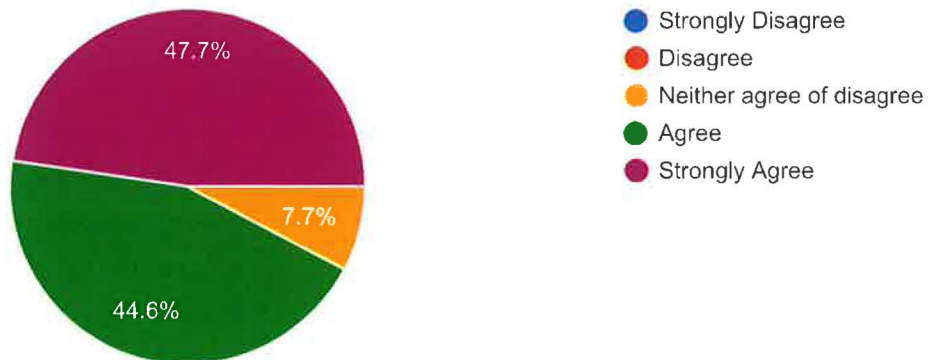
16. At my child's school, my child learns skills that are helpful in life.

65 responses

- ● Strongly Disagree
- ● Disagree
- ● Neither agree of disagree
- ● Agree
- ● Strongly Agree

40%

9.2%

50.8%
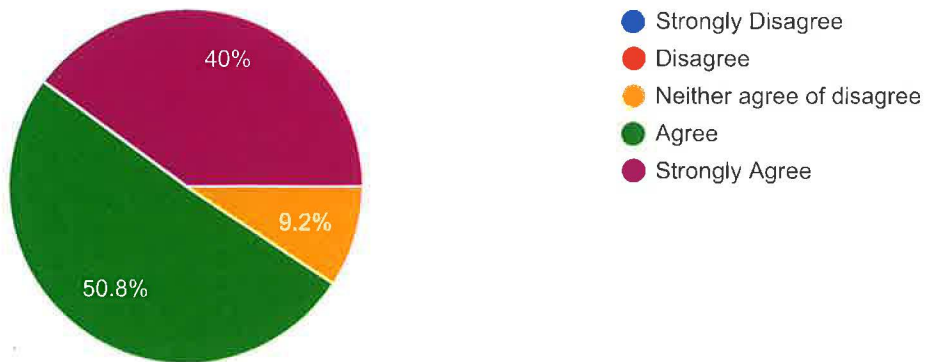
17. My child's school staff take parent concerns seriously.

65 responses

- ● Strongly Disagree
- ● Disagree
- ● Neither agree of disagree
- ● Agree
- ● Strongly Agree

55.4%

7.7%

36.9%
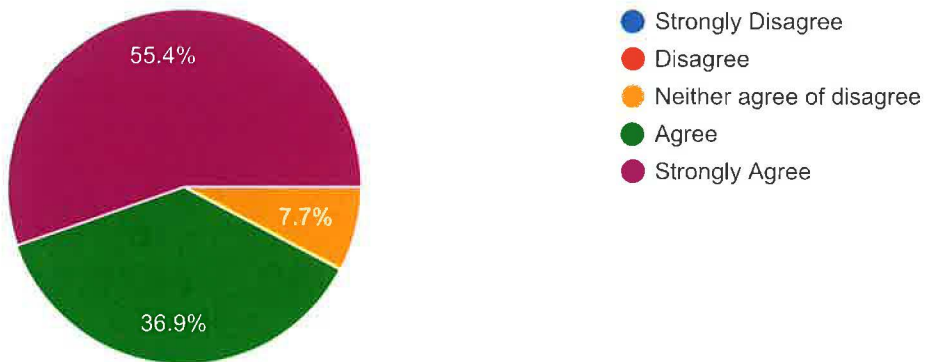
18. My child's school staff (Program Director, Principal, Teachers, Instructional Aides) communicates with me on a regular basis.

65 responses

- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

47.7%

10.8%

38.5%
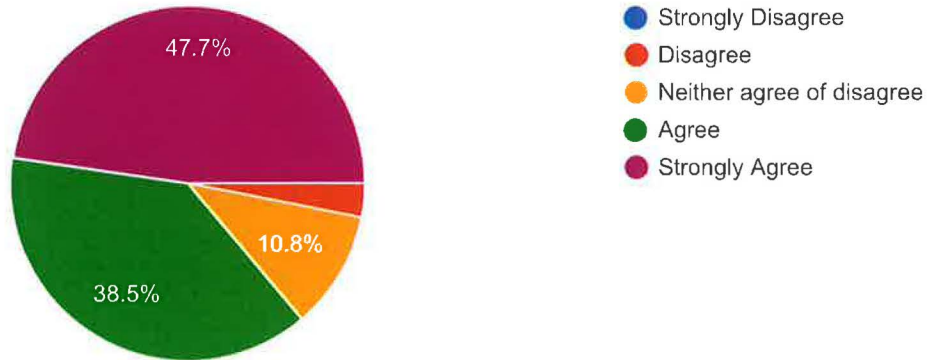
19. My child(ren) feels safe at this school.

65 responses

- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

53.8%

7.7%

38.5%
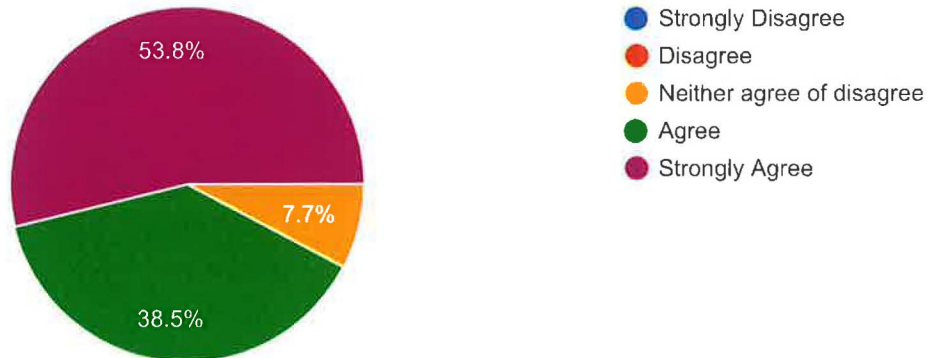
20. My child's school has clean and well-maintained facilities.

65 responses

Legend:
- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

52.3%
43.1%
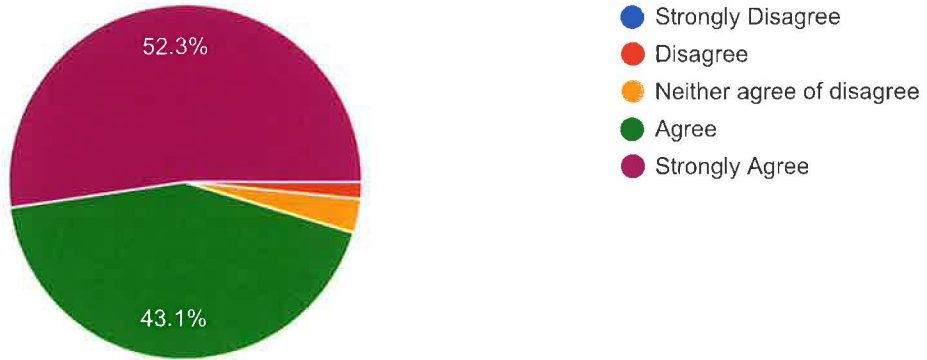
21. Teachers at my child's school are well qualified to teach.

65 responses

Legend:
- Strongly Disagree
- Disagree
- Neither agree of disagree
- Agree
- Strongly Agree

58.5%
7.7%
33.8%
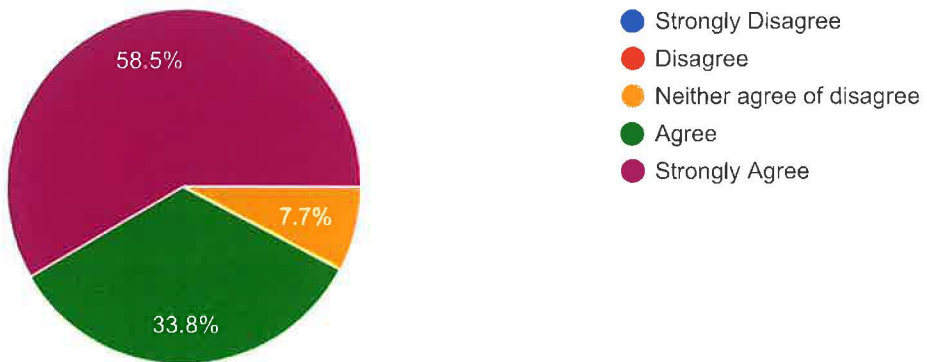
Participation in School and District Activities

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

65 responses

Category	Value
Parent Conferences	49 (75.4%)
Open House	21 (32.3%)
Back to School/New Parent…	17 (26.2%)
School Parents Nights (Liter…	2 (3.1%)
School Site Council	3 (4.6%)
School English Learner Advi…	0 (0%)
Parent Advisory Committee	1 (1.5%)
District English Learner Advi…	0 (0%)
Iep	1 (1.5%)
N/A	1 (1.5%)
None	1 (1.5%)
None	1 (1.5%)
na	1 (1.5%)
.	1 (1.5%)
IEP meetings	1 (1.5%)
Volunteer in classroom	1 (1.5%)
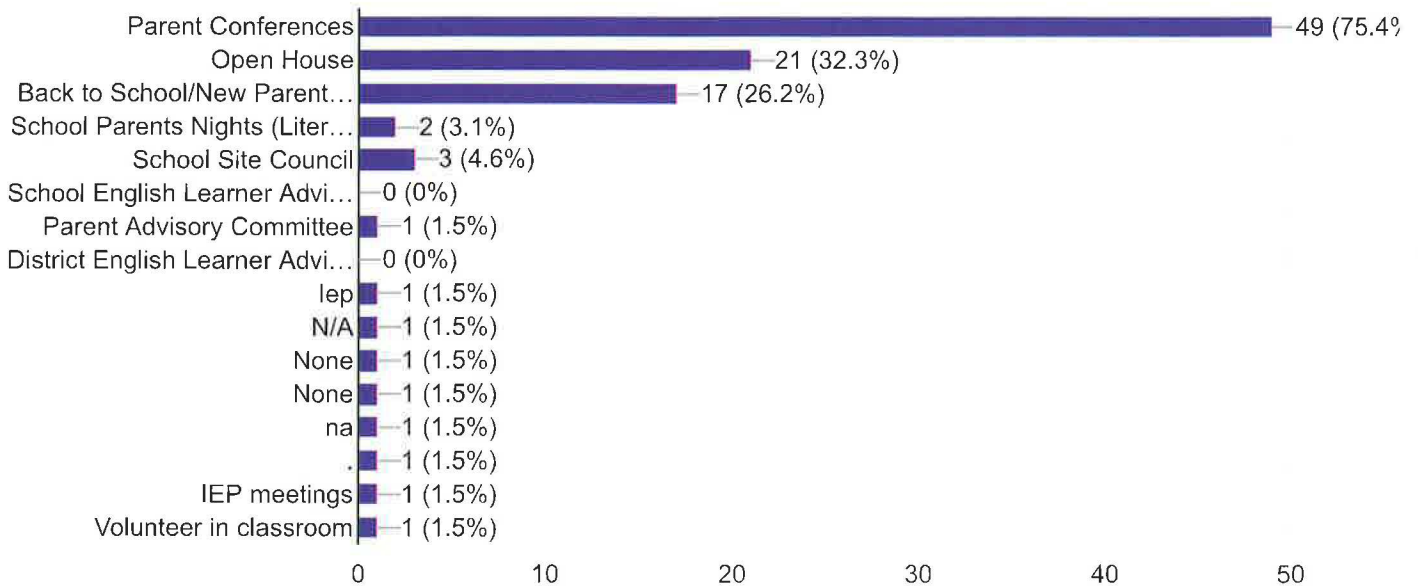
23. I would like to see parent workshops offered in the following topics. (Check all that apply.)

65 responses

Category	Value
Using Technology	23 (35.4%)
Homework Help	26 (40%)
Healthy Lifestyles (Physical,…	21 (32.3%)
Math	19 (29.2%)
Nutrition	11 (16.9%)
Parenting Skills	12 (18.5%)
Social Emotional Supports	15 (23.1%)
Finding and Accessing Com…	4 (6.2%)
English As a Second Langua…	2 (3.1%)
Self-Advocacy/Parental Rights	6 (9.2%)
Early Childhood Development	4 (6.2%)
Financial Literacy	7 (10.8%)
English Literacy (Reading an…	9 (13.8%)
N/A	2 (3.1%)
Home Decor	1 (1.5%)
.	1 (1.5%)
College information	1 (1.5%)
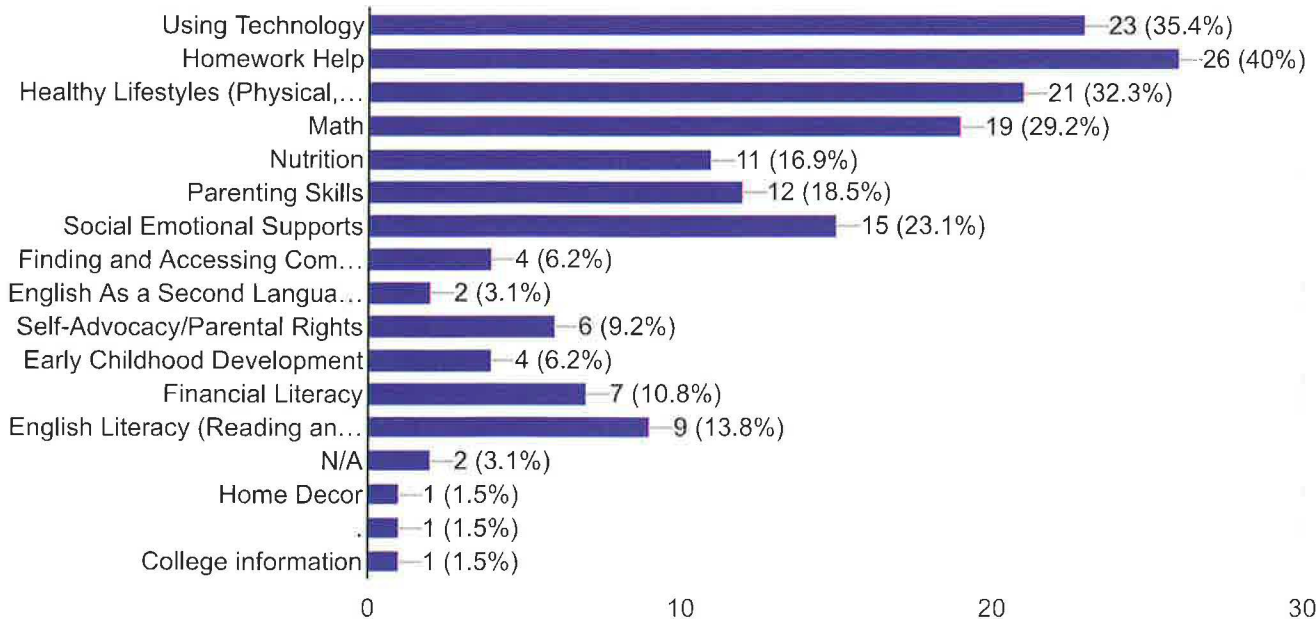
Please add any additional comments about your child's program. Thank you for your time!

65 responses

N/A

None

Thank you

Great program

Thank you

.

The school supports the needs of students .

Good teacher help

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

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

N/A

None

Thank you

Great program

Thank you

The school supports the needs of students .

Good teacher help

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

Great Job PTC Staff!!!! You were all helpful when my son started and you continue to be. I give his teachers and staff credit for the change I've seen in the last year. My son use to be quite never said too much was always distracted and had no desire to lean at his last school. In the last year he's Learned how to weld. He scored his first seasonal job as a sales associate. He enjoys meeting with his teachers and is no longer distracted. I could be happier with the progress he's made. Thank you!!

Thanks for your help!

Everything is good!

Thanks

Great teacher!

To practice more on what the students need help on like reading.

Thanks for supporting my child

Thank You got Everything ❤

No tengo preguntas , gracias , soy la mama de Evelyn jinez

Mrs. G has been an amazing teacher to my son. We were lucky to have her all four years. We will miss her when he graduates.

Thank You for ur time

My child has only been in this program for a few months so far we have no concerns

It's my daughters first year here. We haven't had an opportunity to get to know PTC as much

My sons grades have gone up and his bad behavior has declined he is doing very well and I thank PTC for there hard work and dedication

n

This school has been the best for my daughter all around.

Mikayla teacher is awesome she has help mikayla alot and I am so proud of mikayla thank you

My son likes attending this kind of school enviroment.

Overall I love ptc Chowchilla. We need more teachers like Neely and Gilstrap, they truly connect with the children !

Been here all 4 years of high school. MCIA for 4 years

Speech teacher isnt helping. Jwramyas only seen her 5 times if that this yr.

I'm very happy w my sons school

Love the program

He loves the school he loves the staff and everyone there very respectful and great

Thank you for all you support

No comments

It's a great program

Her teacher is amazing, thanks for all the hard work!

We are very happy & grateful to have the teacher we have.. Mrs Neely is amazing! The Staff has been very welcoming & helpful..

This school has been so awesome to my son especially his teacher. He's been on a wonderful path and that's thanks to how his teacher teaches. Thanks

Great program

All staff at PTC are excellent and available when needed and care for all their students.

I happy with it

No

Awesome school , love it great teachers and staff , always kind and responsible

Nothing

I like that my daughter understands her assignments with her teacher very clearly.

I'm satisfied with the way the school treats my child .

CAES Student LCAP Survey 2022

Questions   Responses   175   Settings

175 responses

Accepting responses

Summary   Question   Individual

1. The school I attend is:

175 responses
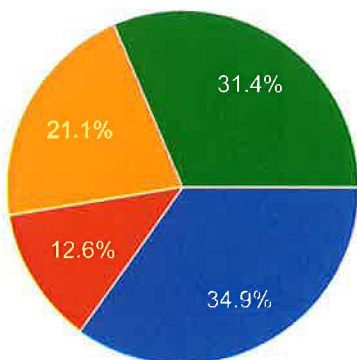
- 🔵 MCIA
- 🔴 Endeavor/Voyager
- 🟠 PTC Chowchilla
- 🟢 PTC Madera

Pie chart values: 31.4%, 21.1%, 12.6%, 34.9%

2. My grade level is:

175 responses

Grade	Value
Kindergarten	10 (5.7%)
1st Grade	4 (2.3%)
2nd Grade	7 (4%)
3rd Grade	2 (1.1%)
4th Grade	9 (5.1%)
5th Grade	4 (2.3%)
6th Grade	7 (4%)
7th Grade	5 (2.9%)
8th Grade	13 (7.4%)
9th Grade	21 (12%)
10th Grade	27 (15.4%)
11th Grade	30 (17.1%)
12th Grade	37 (21.1%)
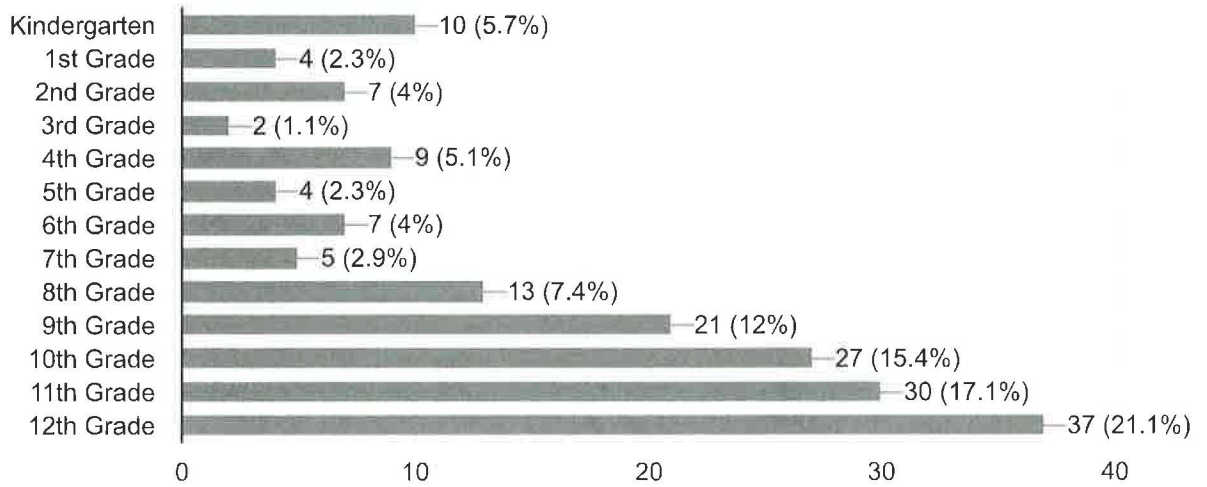
3. I identify most closely with the following:

175 responses
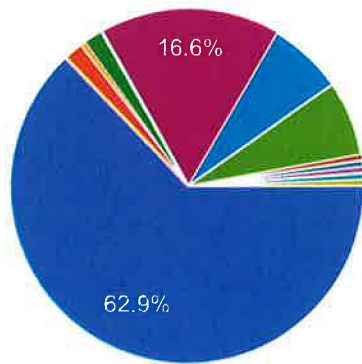
- Hispanic or Latino
- Black or African American
- Asian or Asian American
- American Indian or Alaska Native
- White, non-Hispanic
- Two or more Races
- Pacific Islander or Native Hawaiian
- Prefer not to answer

1/2

62.9%   16.6%

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

175 responses

Program	Count
Designated English Learner (ELD) class	31 (17.7%)
Foster Youth	4 (2.3%)
Free or reduced-price meals	11 (6.3%)
Special Education services	3 (1.7%)
Not sure	51 (29.1%)
None of the above	80 (45.7
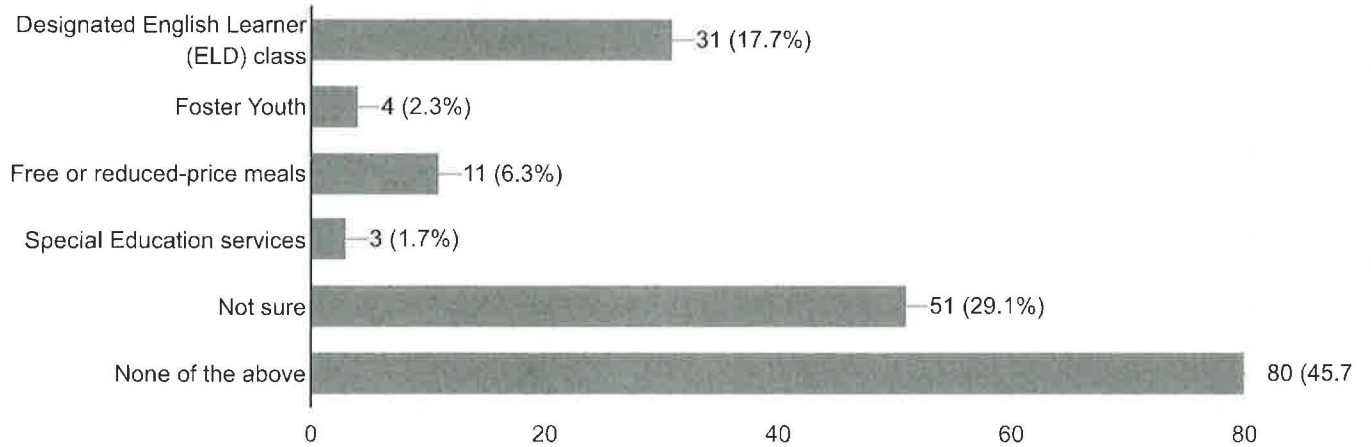
School Safety and Connectedness

5. I feel safe at my school.

175 responses

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree

49.1%
12%
37.1%
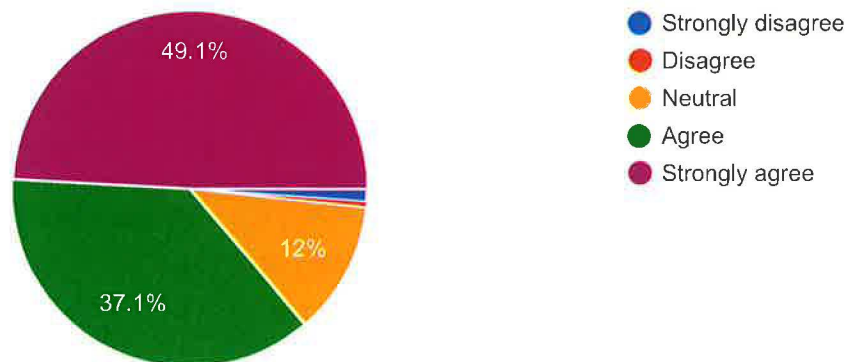
6. I feel like I am a part of my school.

175 responses

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree

36.6%
41.1%
20%
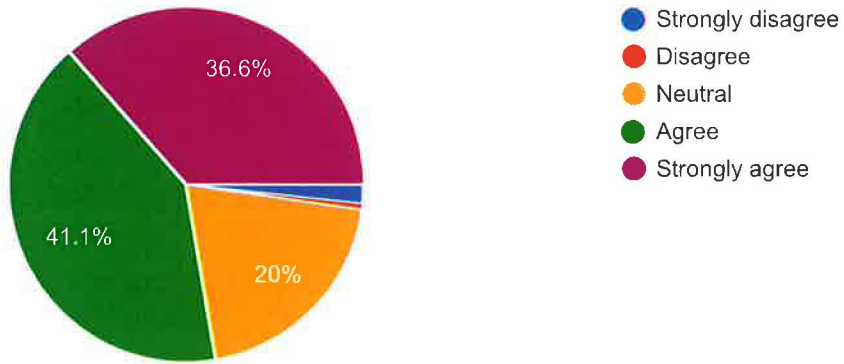
Support for Learning

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

175 responses

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree

64.6%
28.6%
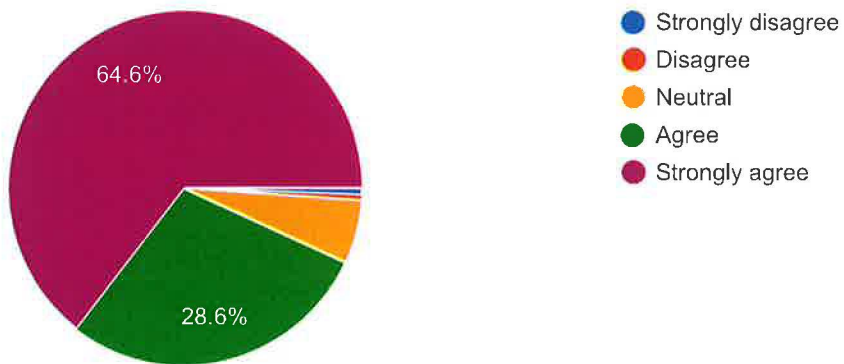
8. My teachers give me enough time to finish my schoolwork/homework.

175 responses

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree
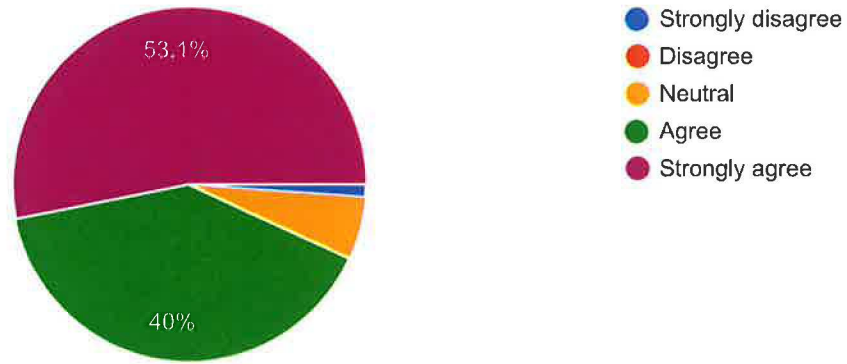
9. I am excited to learn.

175 responses

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree
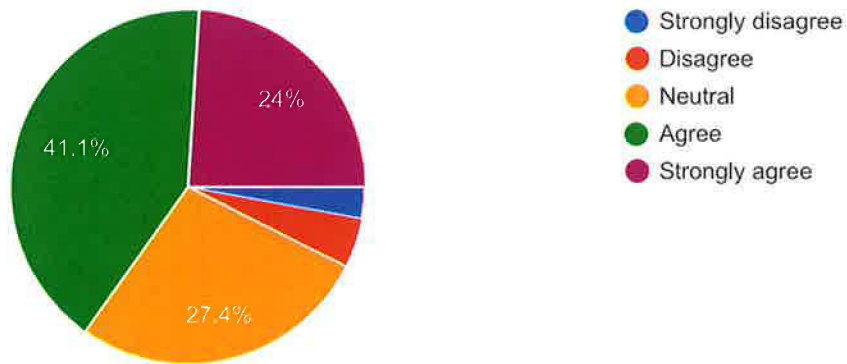
10. I would like more help with my schoolwork/homework.

175 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

20.6%

10.3%

43.4%

18.9%
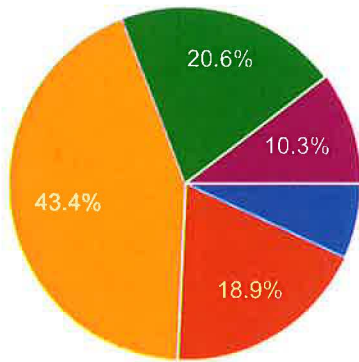
11. At my school, I learn skills that help me in life.

175 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

30.9%

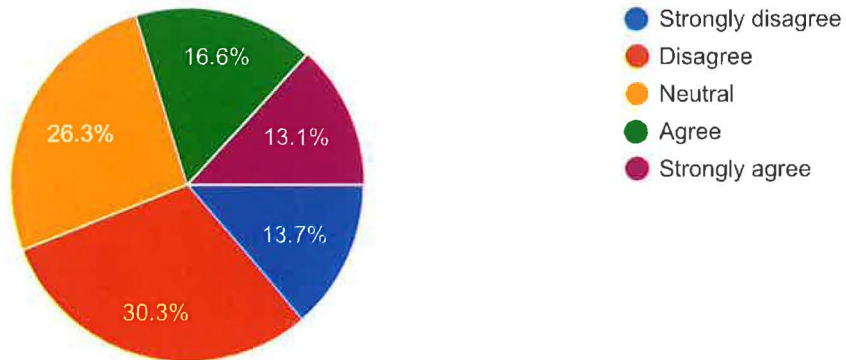36.6%

25.1%
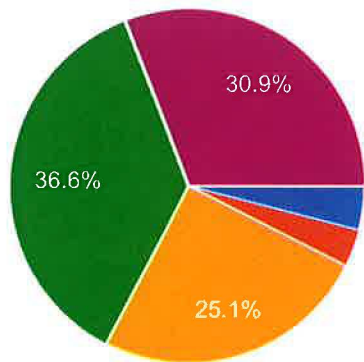
## 12. My teacher(s) talk to my parents/guardian on a regular basis.

175 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

29.1% 21.1% 8.6% 37.1%
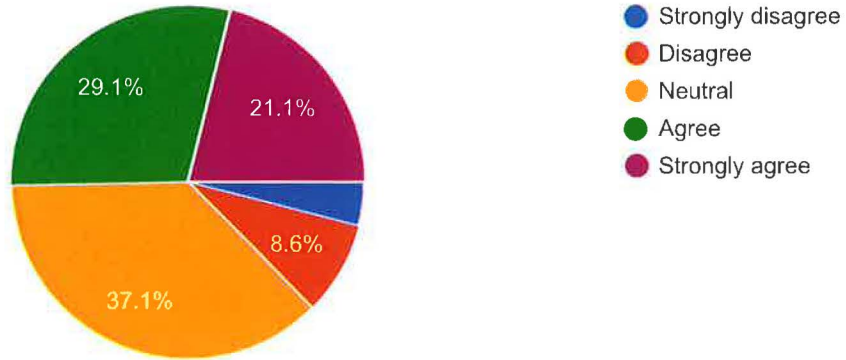
13. My parents participate in school events.

175 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

16.6% 13.1% 26.3% 13.7% 30.3%

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

175 responses

48%

46.3%

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree
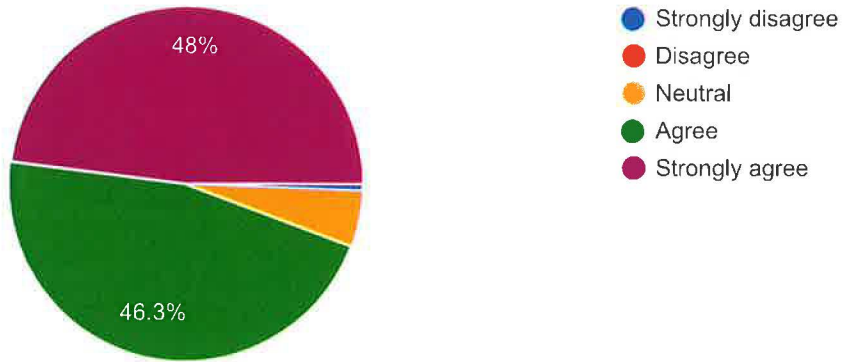
15. My teacher(s) teaches me in ways that I understand.

175 responses

45.1%

46.3%

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree
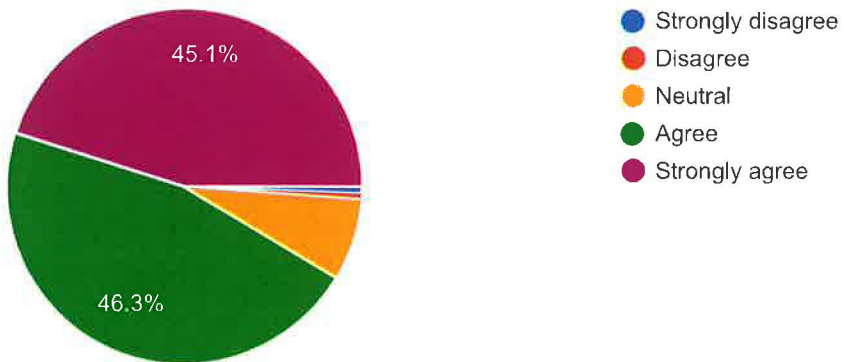
16. I plan on attending college or some other school (trade school, technical school) after high school.

175 responses

Legend:
- Strongly disagree
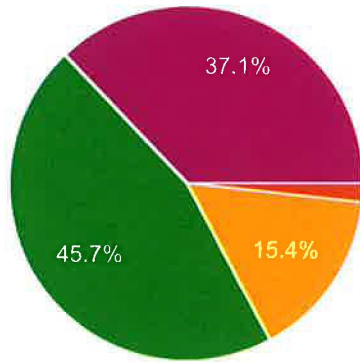- Disagree
- Neutral
- Agree
- Strongly agree

29.1%
27.4%
7.4%
29.1%
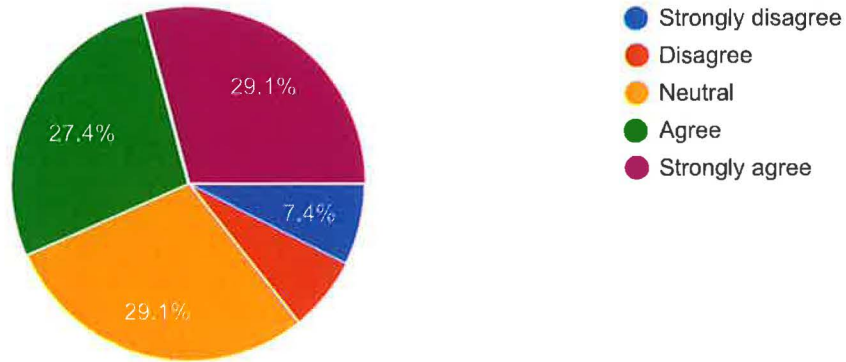
School Climate

17. My school has clear expectations for student behavior.

174 responses

Legend:
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

35.1%
52.9%
10.9%
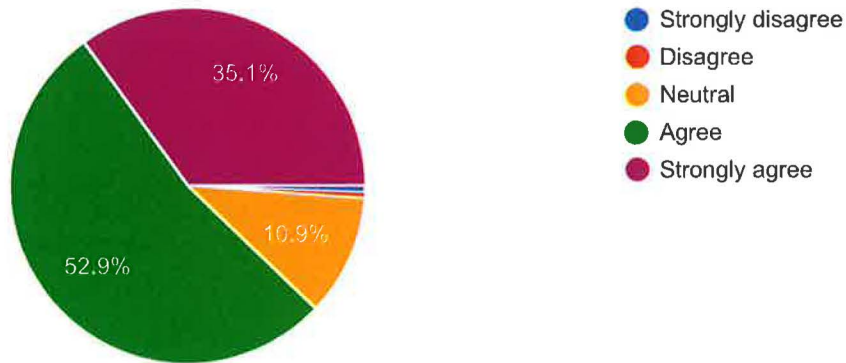
18. The staff at my school care about me.

175 responses

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree

37.1%
45.7%
15.4%

19. The staff at my school treat students fairly.

175 responses

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree

46.9%
45.1%
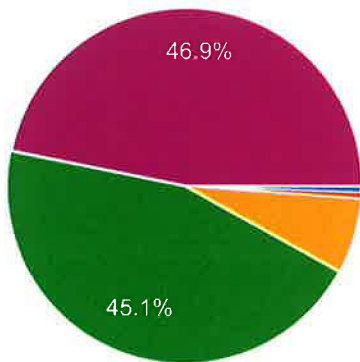
20. My classroom and school buildings are clean.

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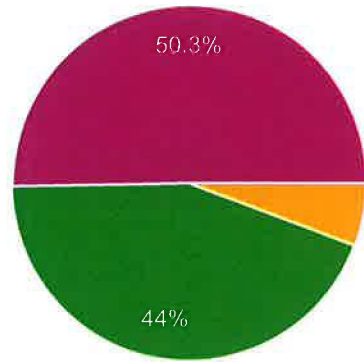
21. My parents feel welcome to participate at my school.

175 responses
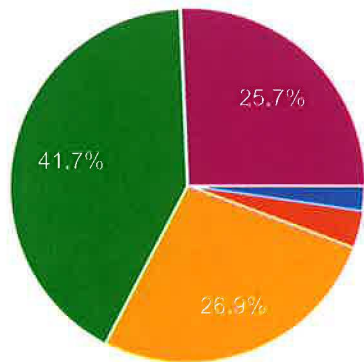
22. I am happy to be at my school.

175 responses

Legend:
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

41.1%
34.3%
16%
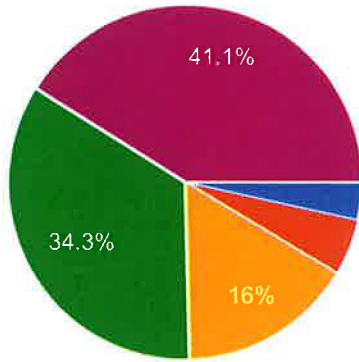
English Learner Programs

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

155 responses

Legend:
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

43.2%
7.7%
49%
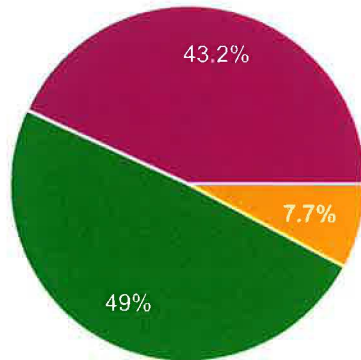
24. I feel comfortable talking in English in my classes.

154 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

42.2%

48.1%

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

157 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

40.1%

53.5%
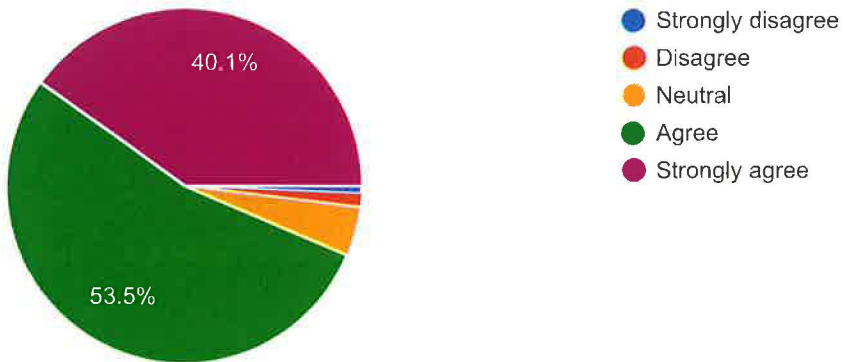
27. I participate in the following Career Technical Education (CTE) Courses at my school:
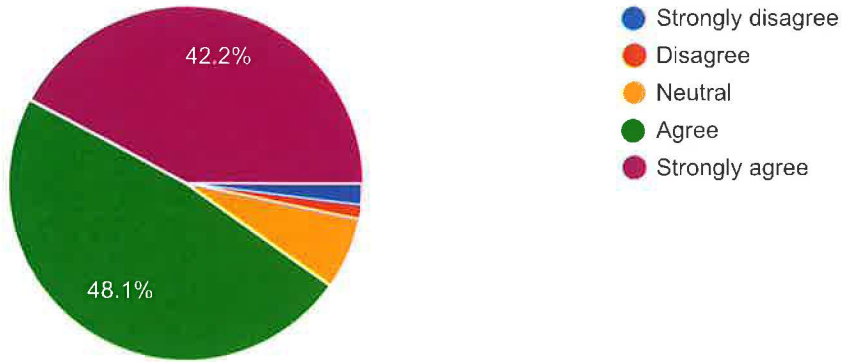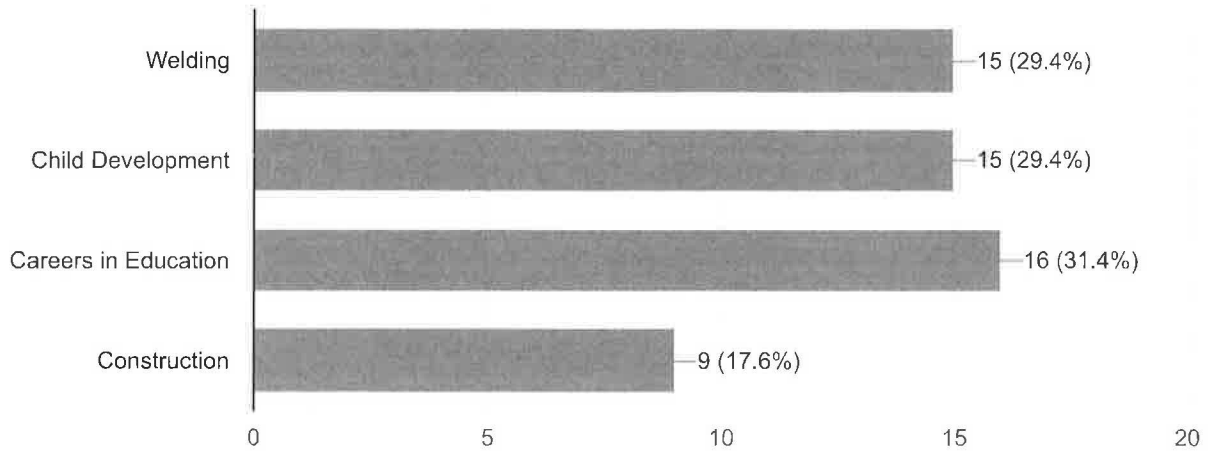
51 responses

Course	Value
Welding	15 (29.4%)
Child Development	15 (29.4%)
Careers in Education	16 (31.4%)
Construction	9 (17.6%)

(Bar chart with x-axis: 0, 5, 10, 15, 20)

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

95 responses

Course	Value
Welding	25 (26.3%)
Child Development	19 (20%)
Careers in Education	7 (7.4%)
Construction	14 (14.7%)
Culinary Arts & Hospitality Man…	10 (10.5%)
Criminal Justice/Criminal Invest…	14 (14.7%)
Digital Media and Graphic Design	6 (6.3%)
Cosmetology	11 (11.6%)
Fire Fighting and Fire Fighting…	7 (7.4%)
Medical Careers	18 (18.9%)
I am not interested in participati…	33 (34.7%)

(Bar chart with x-axis: 0, 10, 20, 30, 40)

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

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

I like coming to school because I have friends and I get to come with my cousin. I like the school lunches and my teacher Mrs. Rodriguez is the best.

I would like to see classes offered with real job skills at my school.

anything

basketball because there basketball court and no use it.tech design .

I would like to see the school have a mechanics as an elective.

MCIA is a fun school that gives the right education.

I am really glad to be in this school, I feel really successful and look forward to my future education in this school and in college. Something I think might help me is to be more aware of the programs the school offers such as scholarships, referrals, and so on. Overall, I am really satisfied. Thank-you!

Need to do my work

I like Mrs. Rodriguez and my rainbow classroom.

The other students are pretty quiet and chill too.

studying will help me me more successful in school

no comment

thank you

<3

kindness and time

The school and its staff are amazing especially mrs.black and mr.shockley

yeeee

none.

I will succeed in my classes this semester and graduate by June.

Less work😂

I will graduate thanks to my teachers.

I like this school.

California Assessment of
Student Performance and Progress

ELPAC
English Language Proficiency
Assessments for California

Home   About   **Assessments ▼**   Additional Resources   News Releases   Contact

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

View Test Results   Search / Compare Results   **Understanding Results**   **Research Files**

Test Results at a Glance

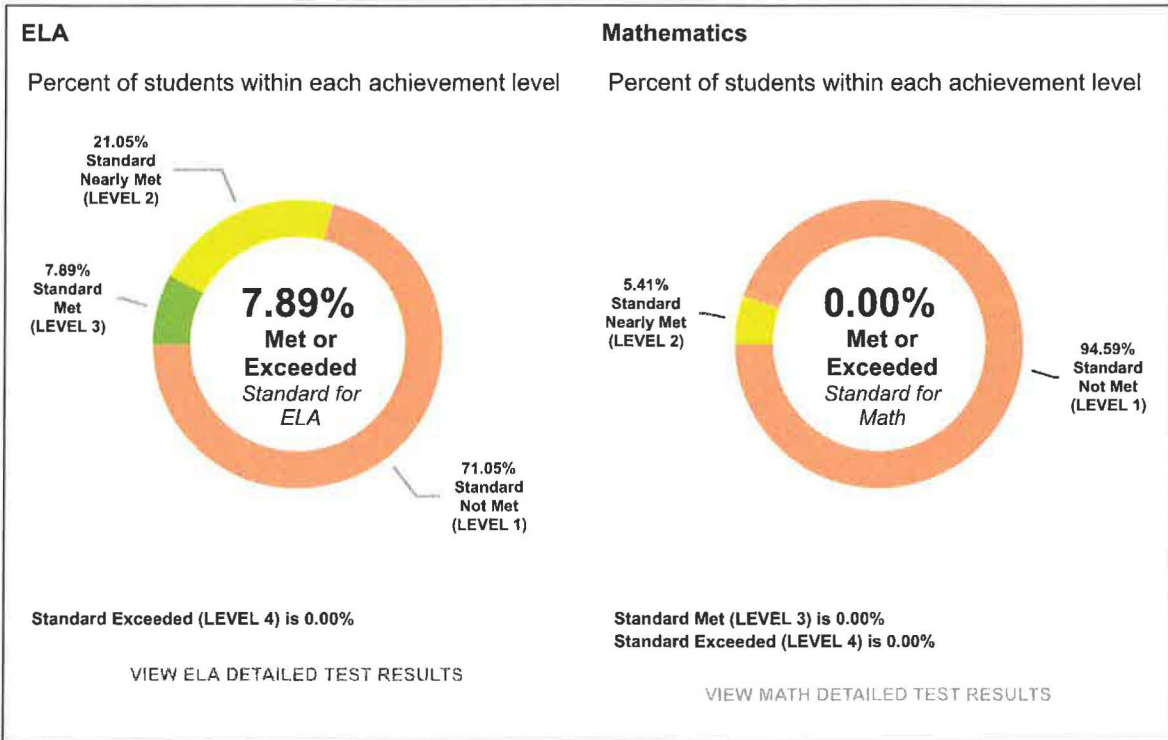*Type a School, District, County, ZIP, CDS Code*

School: Madera County Independent Academy

CDS Code: 20-10207-0117184 | County: Madera | District: Madera County Superintendent of Schools
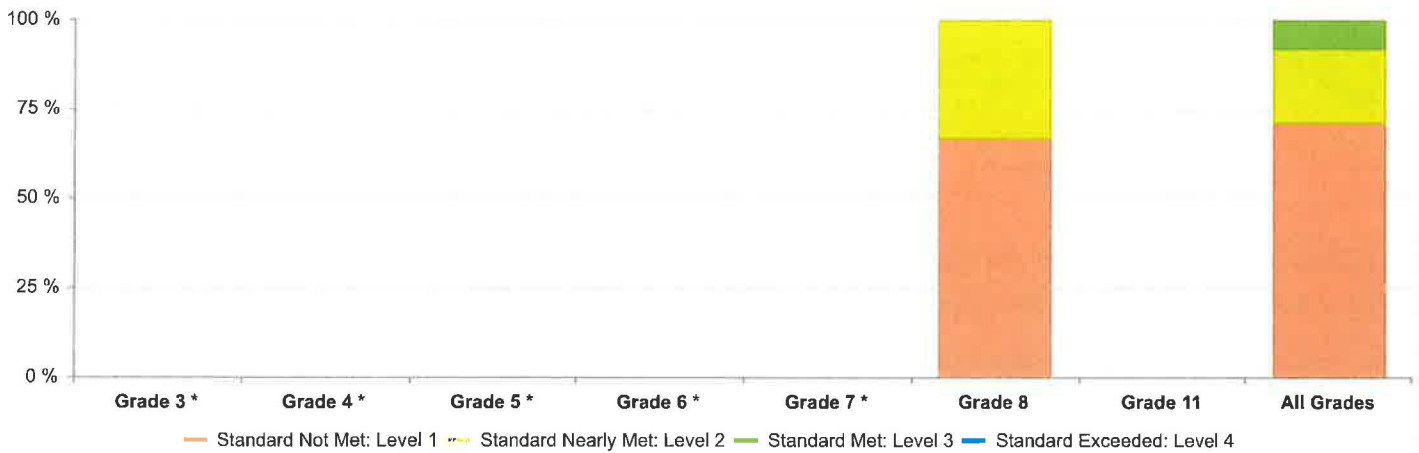
Report Options

Year:	Grade:	Student Group:	School Type:		
2020–21 ⌄	All Grades ⌄	All Students (Default) ⌄	All Schools ⌄	Selections Applied	Clear Se

PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results

ELA

Percent of students within each achievement level

21.05%
Standard
Nearly Met
(LEVEL 2)

7.89%
Standard
Met
(LEVEL 3)

7.89%
Met or
Exceeded
Standard for
ELA

71.05%
Standard
Not Met
(LEVEL 1)

Standard Exceeded (LEVEL 4) is 0.00%

VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level

5.41%
Standard
Nearly Met
(LEVEL 2)

0.00%
Met or
Exceeded
Standard for
Math

94.59%
Standard
Not Met
(LEVEL 1)

Standard Met (LEVEL 3) is 0.00%
Standard Exceeded (LEVEL 4) is 0.00%

VIEW MATH DETAILED TEST RESULTS

ADD TO COMPARE

Add this entity to comparison and other entities to compare it to.

SCHOOL-DISTRICT-STATE COMPARISON

Search for a school to compare it to the district and state.

CHANGE OVER TIME

View how a group/cohort of stude progressed.

PERFORMANCE TREND REPO

View the performance of two diffe student groups within a single gra time.

RESEARCH FILES

Get files for complex analyses ar customized reporting.

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⓘ	5	5	6	6	8	12	N/A	42
Number of Students Tested ⓘ	5	5	*	5	8	12	N/A	38
Number of Students With Scores ⓘ	5	5	*	5	8	12	N/A	38
Mean Scale Score	*	*	*	*	*	2454.8	N/A	N/A
Standard Exceeded: Level 4 ⓘ	*	*	*	*	*	0.00 %	N/A	0.00 %
Standard Met: Level 3 ⓘ	*	*	*	*	*	0.00 %	N/A	7.89 %
Standard Nearly Met: Level 2 ⓘ	*	*	*	*	*	33.33 %	N/A	21.05 %
Standard Not Met: Level 1 ⓘ	*	*	*	*	*	66.67 %	N/A	71.05 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	*	*	*	*	*	*	N/A	0.00 %
Near Standard ⓘ	*	*	*	*	*	*	N/A	47.37 %
Below Standard ⓘ	*	*	*	*	*	*	N/A	52.63 %

WRITING: How well do students communicate in writing?

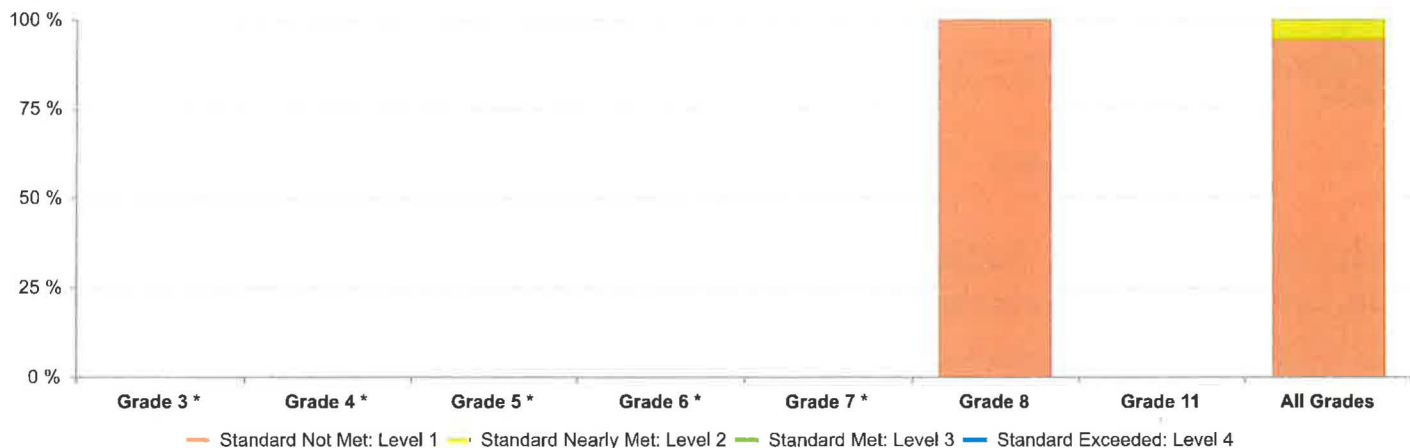| Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	*	*	*	*	*	*	N/A	0.00 %
Near Standard ⓘ	*	*	*	*	*	*	N/A	31.58 %
Below Standard ⓘ	*	*	*	*	*	*	N/A	68.42 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	*	*	*	*	*	*	N/A	2.63 %
Near Standard ⓘ	*	*	*	*	*	*	N/A	60.53 %
Below Standard ⓘ	*	*	*	*	*	*	N/A	36.84 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	*	*	*	*	*	*	N/A	0.00 %
Near Standard ⓘ	*	*	*	*	*	*	N/A	52.63 %
Below Standard ⓘ	*	*	*	*	*	*	N/A	47.37 %

English Language Arts/Literacy Area Achievement Level Descriptors

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⓘ	5	5	6	6	8	12	N/A	42
Number of Students Tested ⓘ	5	5	*	5	8	11	N/A	37
Number of Students With Scores ⓘ	5	5	*	5	8	11	N/A	37
Mean Scale Score	*	*	*	*	*	2371.9	N/A	N/A
Standard Exceeded: Level 4 ⓘ	*	*	*	*	*	0.00 %	N/A	0.00 %
Standard Met: Level 3 ⓘ	*	*	*	*	*	0.00 %	N/A	0.00 %
Standard Nearly Met: Level 2 ⓘ	*	*	*	*	*	0.00 %	N/A	5.41 %
Standard Not Met: Level 1 ⓘ	*	*	*	*	*	100.00 %	N/A	94.59 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	*	*	*	*	*	*	N/A	0.00 %
Near Standard ⓘ	*	*	*	*	*	*	N/A	10.81 %
Below Standard ⓘ	*	*	*	*	*	*	N/A	89.19 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	*	*	*	*	*	*	N/A	0.00 %
Near Standard ⓘ	*	*	*	*	*	*	N/A	10.81 %
Below Standard ⓘ	*	*	*	*	*	*	N/A	89.19 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	*	*	*	*	*	*	N/A	0.00 %
Near Standard ⓘ	*	*	*	*	*	*	N/A	48.65 %
Below Standard ⓘ	*	*	*	*	*	*	N/A	51.35 %

Mathematics Area Achievement Level Descriptors

Diagnostic Results

i-Ready

School	MCIA
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic #2
Prior Diagnostic	None
Placement Definition	Standard View

Students Assessed/Total: **57/76**

Overall Placement

- ● **At Risk for Tier 3** — 56%
- ● **Tier 2** — 25%
- ● **Tier 1** — 19%

Placement By Domain

- Phonological Awareness *(PA)*
- Phonics *(PH)*
- High-Frequency Words *(HFW)*
- Vocabulary *(VOC)*
- Comprehension: Literature *(LIT)*
- Comprehension: Informational Text *(INFO)*

Switch Table View	Show Results By
Placement Summary	**Grade**

Showing 9 of 9

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	50% / 50%	8/10
Grade 1	100%	4/6
Grade 2	20% / 20% / 60%	5/5
Grade 3	50% / 50%	2/3
Grade 4	13% / 25% / 63%	8/11
Grade 5	17% / 17% / 67%	6/7
Grade 6	20% / 20% / 60%	5/7
Grade 7	29% / 71%	7/10

Diagnostic Results

i-Ready

School	MCIA
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic #2
Prior Diagnostic	None
Placement Definition	Standard View

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 8	8% 92%	12/17

Diagnostic Results

i-Ready

School	MCIA
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic #2
Prior Diagnostic	None
Placement Definition	Standard View

Students Assessed/Total: **58/76**

Overall Placement

● **At Risk for Tier 3**
52%

● **Tier 2**
36%

● **Tier 1**
12%

Placement By Domain

Number and Operations *(NO)*
Algebra and Algebraic Thinking *(ALG)*
Measurement and Data *(MS)*
Geometry *(GEO)*

Switch Table View	Show Results By
Placement Summary	Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	50% 50%	8/10
Grade 1	100%	4/6
Grade 2	20% 60% 20%	5/5
Grade 3	50% 50%	2/3
Grade 4	50% 50%	8/11
Grade 5	50% 50%	6/7
Grade 6	20% 20% 60%	5/7
Grade 7	13% 88%	8/10

Diagnostic Results

i-Ready

School	MCIA
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic #2
Prior Diagnostic	None
Placement Definition	Standard View

Grade	Overall Grade-Level Placement		Students Assessed/Total
Grade 8	8%	92%	12/17