

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Madera County Independent Academy	20102070117184	06/17/20	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Madera County Independent Academy (MCIA) focuses on three major goals:

1. Through highly qualified staff, students will achieve higher levels of learning to prepare them to be academically successful in any educational setting.
2. MCIA will provide resources and services to improve the social and emotional well-being of each student to provide a safe learning environment.
3. MCIA will encourage greater stakeholder participation and input by developing meaningful relationships with parents and families.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

MCIA parents were all given surveys in English and in Spanish. Fifty percent of parents surveys were returned on 5/22/20. Key findings were: 97.2% of parents agreed that school counselors, teachers, and administration were available to meet or make contact, 83.3% of parents agreed that their child talks with them about his or her school, and 100% of parents agreed that the school is a safe environment for their child. Seventeen percent of parents reported not having access to a working computer and 9% do not have Internet or wi-fi access at home. Twenty-two percent of parents reported the curriculum was not challenging or rigorous for their child.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Scheduled formal observations are conducted by site principal according to teacher contract. Informal observations are conducted on a weekly basis.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Data gathered from state assessments, CAASPP and ELPAC, along with local assessments i-Ready and LAS Links.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

LAS Links and i-Ready are implemented to provide student information about areas of proficiency and improvement on an individual level. Teachers provide work to help build proficiency in improvement areas shown by student assessments. LAS Links also helps focus intervention for English Learners (ELs) within the designated ELD class to help with skills needed for reclassification to fluent English proficient (RFEP).

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meets ESEA standards.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are credentialed and have weekly professional development to areas of identified need to increase student achievement. In addition, teachers can access other offerings of professional development.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Alignment of staff development correlates directly to the Dashboard results of 2018-19, lack of growth in ELA and math. In addition, there have not been EL reclassifications for the past 3 years of EL students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Support from MCSOS includes walk-throughs and feedback which are not part of teachers' evaluations.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school year 2020-21 will be divided into weekly (Fridays 7:30 - 8:45 a.m.) grade-level or content level Professional Learning Communities (PLC) for teachers to collaborate and disaggregate data to better inform and drive instruction.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers at MCIA teach to the CCSS standards using a variety of curriculum. This year, MCIA will increase focus on aligning the supplemental ELA ELD curriculum on the CCSS standards as well, while incorporating a 1:1 Chromebook program. All PD focus has included LCAP, WASC, SPSA and CCSS standards alignment.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

MCIA is an independent study Charter School, and instructional minutes are in alignment with California Education Code requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

MCIA is an independent study charter school 9-12 program in Madera. Both programs allow for flexibility in students having access to intervention. The current program utilizes iReady, which includes a standards-based intervention program for students with identified sub-skill weaknesses, and LAS Links assessment provides English language proficiency data specific to the listening, speaking, reading, and writing domains.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials which are appropriate to their student group(s).

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students have access to standards-based instructional materials appropriate to their grade level, with additional intervention resources and materials available, including online access with the 1:1 program.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students are provided direct instruction in the Independent Studies Program at MCIA. However, there is a Blended / Seat-time (BIS) model that allows students to receive additional support, outside of the Full Independent Studies (FIS) 1-hour appointment schedules that our Independent Studies model operates. Students are in cohorts in grades K - 3, 4 - 6, and 7 - 8. Students are allowed and encouraged to stay longer than their scheduled appointments to ensure they receive the additional supports needed to meet standards. Additional services will be made available through the use of technology, since barriers to access will be minimized if not eliminated.

Evidence-based educational practices to raise student achievement

- 1) All Professional Growth and Development is based on student achievement needs / and staff input based on evidenced-based practices.
- 2) All supplemental curriculum is reviewed by the CAES Curriculum committee (formed in 2019-20) for additional curriculum purchases.
- 3) Technology integration has been coupled with ongoing group and individual supports by content specialists.
- 4) Focus on continued student achievement has not been compromised by the COVID-19 closures of 2020.
- 5) Ongoing "best-practices" are shared and reviewed at CAES PLCs, based on data disaggregation.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources are made available with 4-5 annually scheduled Parent trainings presented by CAES Academic Counseling Department.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Students, Staff and Parents received and responded to surveys given out prior to and during the COVID 19 school closures. Results were received and are included in this SPSA.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical (Title 1) services provided for underperforming students include: Counseling, Teachers, Administrative support, Bilingual Services, ELD, Homeless support, Transportation, Supplies /equipment and software (Odysseyware.)

Fiscal support (EPC)

Fiscal support is provided by the Business Department from the Madera County Superintendent of Schools.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The involvement process for the 2020-21 occurred throughout the 2019--20 school year with the intent of purposeful engagement from numerous stakeholder groups. Information was disseminated and input gathered through various means. These various stakeholder groups included Madera Superintendent of Schools (MCSOS) staff comprised of administration, certificated staff, classified staff, and agency personnel, parents, students, and district administration. Meetings reviewed the requirements of the LCAP and the state's eight priorities and identified metrics. Goals and actions/services to be addressed during the 2019--20 school year were reviewed. Such discussions led to conversations of continued or new identified needs to be addressed through ongoing or revised actions/services in the coming years. The most current data in areas such as the number of students not grade-level proficient, attendance rates, the overall seat time, and the increase in student and parent involvement through specific activities were shared. This type of qualitative data is meaningful for the student population served by the Career and Alternative Educational Services Division (CAES). Specific meetings or activities held to receive input and to provide ongoing planning and collaboration included:

1. Stakeholder input meetings for MCSOS staff, including administration, certificated, classified, internal classified, confidential, and bargaining unit representatives were held. Parents were invited through Blackboard Connect and a mailer to participate in the Stakeholder meetings to get parent

- input. A MCSOS staff stakeholder meeting was held April 8, 2019. Additionally, on April 11, 2019 there was a Stakeholder meeting at MCIA, and another at PTC.
2. Parents and students were given a survey during the Spring semester to provide input on school climate and student services.
  3. Parents were provided opportunities for input at each site's Open House Events, Parent Appreciation events, meetings with administrators, phone calls with staff, and formal school committees.
  4. Regular staff meetings were held by CAES administrators and staff. MCIA staff met weekly throughout the year on Fridays in the form of Professional Learning Communities or Teacher Lead Cohorts.
  5. School Site Council Meetings were held at all sites and Site Plans were approved.
  6. CAES counseling staff met twice a month with staff of the Madera Unified Alternative Education Placement Team (AEPT) to coordinate transition of students and discuss how Madera Unified and the Madera County Superintendent of Schools are meeting the needs of at struggling students.
  7. CAES administration met monthly with the Juvenile Justice Committee, a community committee under the direction of the County Probation Department, to discuss needs and services to students under the authority of the Madera County Probation Department.
  8. MCSOS's Leadership Team meetings are held once a week and program outcomes, actions and services are discussed.
  9. The Madera County Board of Education meetings provided monthly opportunities for board and community input. Budget and program updates were provided and any necessary revision or input was discussed in public session, including the following for the CAES Division; the approval of textbooks for alternative education schools in July and September, the approval of the Student Accountability Report Cards (SARC) was on January 14, 2020.
  10. Designated professional development meetings for CAES instructional staff and staff meetings focused on instructional strategies and improving student achievement
  11. Monthly collaborative meetings were held to review services provided to Foster Youth (FY) with personnel from the following: MCSOS, Madera Unified School District (MUSD), Madera County Department of Social Services (DSS), Madera County Probation Department, Madera Community College Center. In addition, meetings are held quarterly with district FY liaisons to provide better coordination of FY services.
  13. Information regarding Foster Youth programs and services to expelled youth was shared and discussed by the Madera County Superintendent of Schools, County Office staff, and district superintendents at the regularly scheduled Madera County superintendent meetings.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.68%	4.17%	0%	2	2	0
African American	1.03%	10.42%	1.41%	3	5	1
Asian	%	%	0%			0
Filipino	0.34%	%	0%	1		0
Hispanic/Latino	77.05%	50%	61.97%	225	24	44
Pacific Islander	%	%	0%			0
White	12.67%	18.75%	15.49%	37	9	11
Multiple/No Response	5.48%	16.67%	0%	16	8	15
<b>Total Enrollment</b>				292	48	71

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	2	1	4
Grade 1		6	2
Grade 2	4	1	5
Grade 3	1	3	1
Grade 4	1	3	5
Grade 5	3	1	4
Grade 6	2	8	3
Grade 7	7	8	15
Grade 8	19	17	32
Grade 9	21		
Grade 10	39		
Grade 11	56		
Grade 12	137		
<b>Total Enrollment</b>	292	48	71

### Conclusions based on this data:

1. K - 3 and 4 - 6 cohorts have maintained number of students the last two years.



2. Number of students in grades 7 and 8 have greatly increased.

3. Students in grades 7 and 8 have the highest number of absences.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	75	8	15	25.7%	16.7%	21.1%
Fluent English Proficient (FEP)	104	5	13	35.6%	10.4%	18.3%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

### Conclusions based on this data:

1. MCIA needs to RFEP students.
2. There is an increase in enrolled ELs.
3. Administrators and teachers need to analyze data to increase ELPAC scores and use local assessment to meet RFEP criteria.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	4	*	*	4	*	*	4			100
Grade 5	*	*	5	*	*	5	*	*	5			100
Grade 6	*	*	11	*	*	11	*	*	11			100
Grade 7	*	17	24	*	17	24	*	17	24		100	100
Grade 8	19	31	30	17	30	27	17	30	27	89.5	96.8	90
Grade 11	110	75		103	73		103	73		93.6	97.3	
All	147	138	77	136	135	73	136	135	73	92.5	97.8	94.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	2421.	*	*	9.09	*	*	0.00	*	*	18.18	*	*	72.73
Grade 7	*	2456.	2441.	*	0.00	0.00	*	11.76	8.33	*	23.53	29.17	*	64.71	62.50
Grade 8	2489.	2460.	2480.	5.88	0.00	0.00	11.76	16.67	14.81	17.65	13.33	33.33	64.71	70.00	51.85
Grade 11	2484.	2477.		0.97	0.00		8.74	8.22		33.98	28.77		56.31	63.01	
All Grades	N/A	N/A	N/A	1.47	0.00	2.74	10.29	9.63	9.59	30.15	22.96	26.03	58.09	67.41	61.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	9.09	*	*	18.18	*	*	72.73
Grade 7	*	11.76	0.00	*	29.41	45.83	*	58.82	54.17
Grade 8	5.88	6.67	3.70	35.29	30.00	25.93	58.82	63.33	70.37
Grade 11	3.88	5.48		42.72	38.36		53.40	56.16	
All Grades	4.41	5.93	4.11	40.44	33.33	28.77	55.15	60.74	67.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	0.00	*	*	45.45	*	*	54.55
Grade 7	*	0.00	4.17	*	41.18	33.33	*	58.82	62.50
Grade 8	0.00	0.00	3.70	35.29	26.67	33.33	64.71	73.33	62.96
Grade 11	1.94	0.00		31.07	26.03		66.99	73.97	
All Grades	2.21	0.00	2.74	32.35	25.93	34.25	65.44	74.07	63.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	9.09	*	*	36.36	*	*	54.55
Grade 7	*	0.00	4.17	*	41.18	41.67	*	58.82	54.17
Grade 8	5.88	3.33	0.00	76.47	40.00	70.37	17.65	56.67	29.63
Grade 11	3.88	4.11		57.28	61.64		38.83	34.25	
All Grades	4.41	2.96	4.11	57.35	52.59	47.95	38.24	44.44	47.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	9.09	*	*	18.18	*	*	72.73
Grade 7	*	11.76	0.00	*	58.82	41.67	*	29.41	58.33
Grade 8	5.88	0.00	3.70	47.06	36.67	48.15	47.06	63.33	48.15
Grade 11	0.97	1.37		45.63	49.32		53.40	49.32	
All Grades	1.47	2.22	5.48	46.32	44.44	34.25	52.21	53.33	60.27

**Conclusions based on this data:**

1. Grade 8 students increased significantly in the area of Listening in 18-19.
2. Students are not proficient in ELA and MCIA need to increase focus and rigor in ELA.
3. Grade students increased significantly in the area of Reading in 18-19.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	4	*	*	4	*	*	4			100
Grade 5	*	*	5	*	*	5	*	*	5			100
Grade 6	*	*	11	*	*	11	*	*	11			100
Grade 7	*	17	24	*	17	24	*	17	24		100	100
Grade 8	19	31	29	17	30	27	17	30	27	89.5	96.8	93.1
Grade 11	110	75		104	73		104	73		94.5	97.3	
All	147	138	76	138	135	73	138	135	73	93.9	97.8	96.1

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	2376.	*	*	0.00	*	*	0.00	*	*	9.09	*	*	90.91
Grade 7	*	2418.	2429.	*	0.00	0.00	*	0.00	0.00	*	17.65	20.83	*	82.35	79.17
Grade 8	2415.	2438.	2429.	0.00	0.00	0.00	0.00	0.00	0.00	17.65	16.67	11.11	82.35	83.33	88.89
Grade 11	2438.	2434.		0.00	0.00		0.00	0.00		8.65	4.11		91.35	95.89	
All Grades	N/A	N/A	N/A	0.72	0.00	0.00	0.00	0.00	0.00	11.59	8.15	15.07	87.68	91.85	84.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	0.00	*	*	9.09	*	*	90.91
Grade 7	*	0.00	0.00	*	11.76	8.33	*	88.24	91.67
Grade 8	0.00	0.00	0.00	11.76	6.67	7.41	88.24	93.33	92.59
Grade 11	0.00	0.00		2.88	1.37		97.12	98.63	
All Grades	0.72	0.00	0.00	5.80	3.70	8.22	93.48	96.30	91.78

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	0.00	*	*	9.09	*	*	90.91
Grade 7	*	0.00	0.00	*	11.76	20.83	*	88.24	79.17
Grade 8	0.00	0.00	0.00	23.53	43.33	33.33	76.47	56.67	66.67
Grade 11	0.00	0.00		25.00	17.81		75.00	82.19	
All Grades	0.72	0.00	0.00	24.64	20.74	23.29	74.64	79.26	76.71

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	0.00	*	*	18.18	*	*	81.82
Grade 7	*	0.00	4.17	*	29.41	37.50	*	70.59	58.33
Grade 8	0.00	0.00	0.00	23.53	16.67	25.93	76.47	83.33	74.07
Grade 11	0.00	0.00		37.50	31.51		62.50	68.49	
All Grades	0.72	0.00	1.37	34.78	25.19	27.40	64.49	74.81	71.23

**Conclusions based on this data:**

1. Students are not grade-level proficient in math and MCIA need to increase focus and rigor in math.
2. Students in grade 6 performed the lowest in the different strands.
3. All students assessed performed the lowest in Concepts and Procedures

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 4	*		*		*		*	
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	4
Grade 8	*	*	*	*	*	*	*	4
Grade 9	*		*		*		*	
Grade 10	1529.5		1534.8		1523.9		11	
Grade 11	1537.7		1540.3		1534.8		17	
Grade 12	1567.6		1573.9		1560.8		29	
All Grades							68	13

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	*	*	*		*		*	*	*
6		*	*	*	*	*		*	*	*
11			70.59		*		*		17	
12	*		48.28		*		*		29	
All Grades	17.65	15.38	52.94	30.77	20.59	53.85	*	0.00	68	13

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	*	*	*		*		*	*	*
6	*	*	*	*		*		*	*	*
12	75.86		*		*				29	
All Grades	60.29	30.77	25.00	38.46	*	30.77	*	0.00	68	13



Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		*		*	*	*	*	*	*	*
12	*		*		37.93		*		29	
All Grades	*	7.69	25.00	15.38	39.71	53.85	32.35	23.08	68	13

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
11	*		64.71		*		17		
12	48.28		41.38		*		29		
All Grades	32.35	23.08	57.35	61.54	*	15.38	68	13	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
11	76.47		*		*		17		
12	82.76		*				29		
All Grades	76.47	46.15	20.59	53.85	*	0.00	68	13	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
11			*		82.35		17		
12	*		44.83		48.28		29		
All Grades	*	15.38	35.29	38.46	60.29	46.15	68	13	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
11	*		88.24				17		
12	*		68.97				29		
All Grades	19.12	7.69	76.47	92.31	*	0.00	68	13	

**Conclusions based on this data:**

1. More than 15 percent of students met ELPAC RFEP criteria.

2. Students performed the best in Speaking Domain.
3. Eighty-five percent of students do not meet ELAC criteria for reclassification.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>48</b>	<b>95.8</b>	<b>16.7</b>	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	8	16.7
Homeless	4	8.3
Socioeconomically Disadvantaged	46	95.8
Students with Disabilities	4	8.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	10.4
American Indian	2	4.2
Hispanic	24	50.0
White	9	18.8





### Conclusions based on this data:

1. Staff demographics are representative of student demographics.
2. Percentage of Homeless and Foster youth may increase as a result of COVID-19.
3. Almost all students qualify for free or reduced meals.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="769 506 847 533">Orange</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1263 506 1308 533">Blue</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="293 703 371 730">Yellow</p>		

#### Conclusions based on this data:

1. High absenteeism.
2. Students not demonstrating proficiency in ELA.
3. Students not demonstrating proficiency in math.

# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>93 points below standard</p> <p>Increased ++9.7 points</p> <p>35</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>95.2 points below standard</p> <p>Increased ++7.7 points</p> <p>33</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 83.9 points below standard Increased Significantly +++ 22.6 points 15	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 2	110 points below standard Maintained -2.9 points 25

**Conclusions based on this data:**

1. There was increase for all students in ELA.
2. Hispanic students had the greatest growth (increased significantly).
3. English only students scored lower.

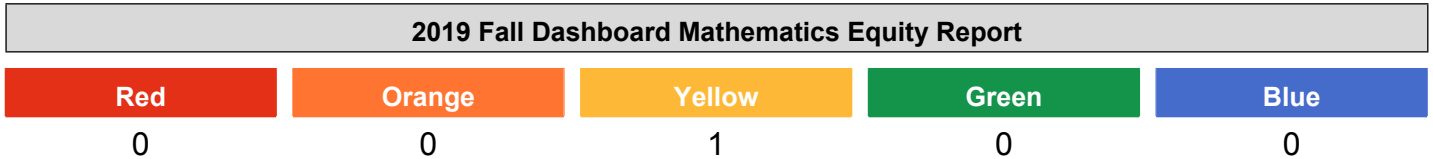
# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>153 points below standard</p> <p>Increased Significantly ++28.9 points 35</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>156.7 points below standard</p> <p>Increased Significantly ++25.4 points 33</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 146.7 points below standard Increased Significantly ++36.9 points 15			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 2	164.2 points below standard Increased Significantly ++25.7 points 25

**Conclusions based on this data:**

1. Hispanic students increase the most.
2. All students increased significantly.
3. English Only students and Socioeconomically Disadvantaged students increased about the same.

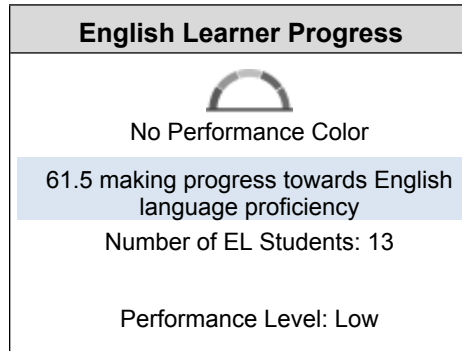


# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	1	0	8

#### Conclusions based on this data:

1. Most students progressed at least one ELPI level.
2. Students performed low.
3. Most students are making progress toward English language proficiency.

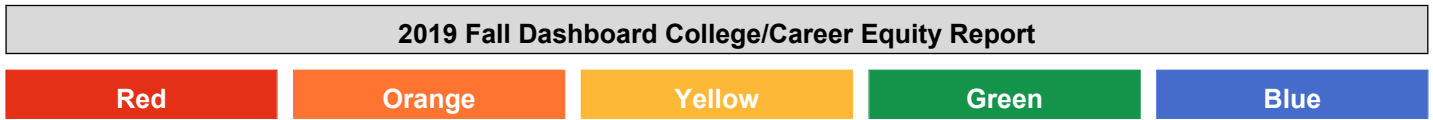
# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. DOES NOT APPLY

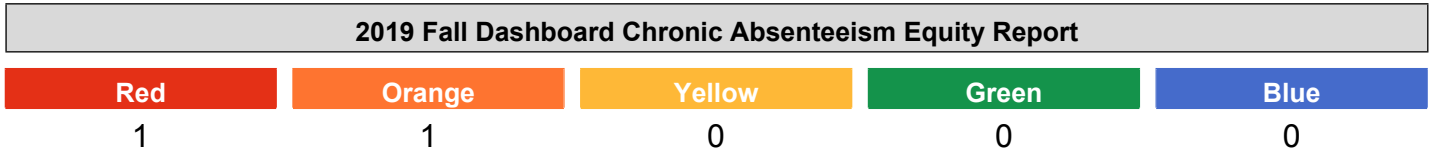
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 52.7 Declined -2.8 91	<p><b>English Learners</b></p>  No Performance Color 38.9 Declined -24.7 18	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 53.5 Declined -2.4 86	<p><b>Students with Disabilities</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Red 54.7 Increased +1.1 53	 No Performance Color 56.3 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 25 Declined -32.9 12

**Conclusions based on this data:**

1. There was a decline in attendance.
2. English learners and white student had the greatest decline in attendance.
3. Many groups do not have enough students to be able to identify concerns from dashboard, so there is a need to analyze local data.

# School and Student Performance Data

## Academic Engagement Graduation Rate

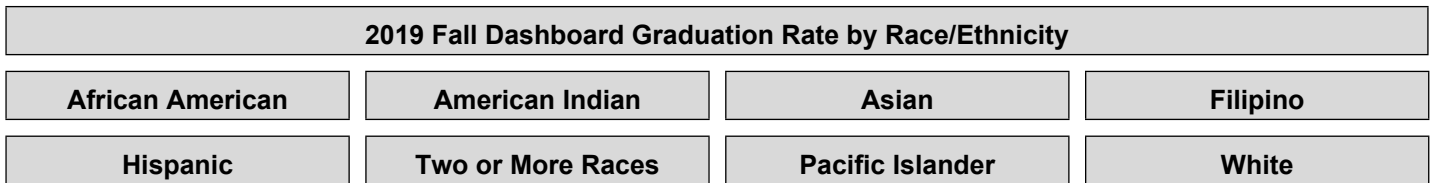
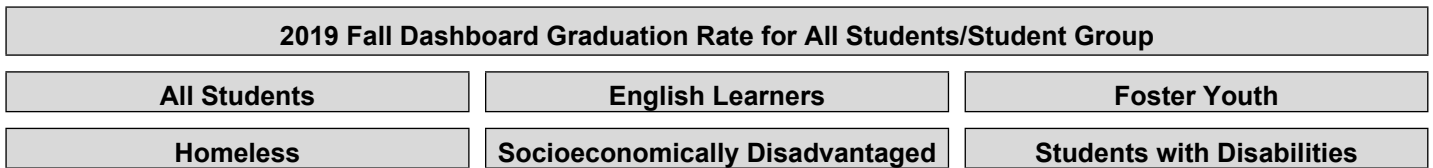
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

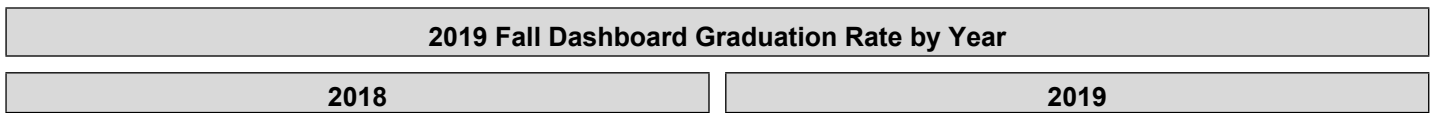
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



### Conclusions based on this data:

1. DOES NOT APPLY

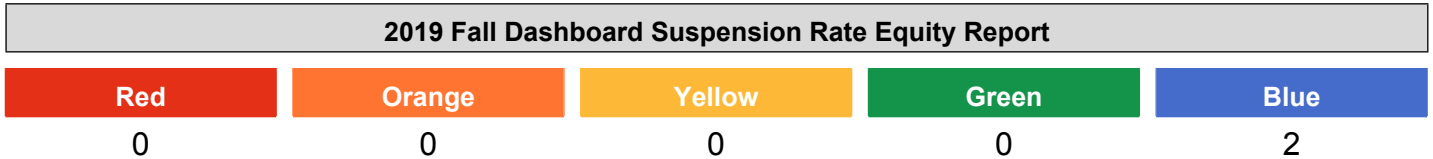
# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>97</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>19</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>92</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

<p align="center"><b>African American</b></p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data</p> <p align="center">5</p>	<p align="center"><b>American Indian</b></p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data</p> <p align="center">3</p>	<p align="center"><b>Asian</b></p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data</p> <p align="center">2</p>	<p align="center"><b>Filipino</b></p>
<p align="center"><b>Hispanic</b></p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">58</p>	<p align="center"><b>Two or More Races</b></p>  <p align="center">No Performance Color</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">16</p>	<p align="center"><b>Pacific Islander</b></p>	<p align="center"><b>White</b></p>  <p align="center">No Performance Color</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">13</p>

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

<b>2017</b>	<b>2018</b>	<b>2019</b>
	0	0

**Conclusions based on this data:**

1. MCIA maintained not having any suspensions in 2019.
2. With independent study there are very few if any suspensions.
3. There is a great opportunity to reward positive behavior.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Student Achievement

## LEA/LCAP Goal

Students will achieve higher levels of learning to prepare them to be college and career ready.

## Goal 1

Students will achieve higher levels of learning to be academically proficient in any educational setting.

## Identified Need

Increased achievement in all content areas; focused intervention strategies for low performing students, and common formative assessment for all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of reclassified EL students upon the completion of an alternative assessment.	Assessments purchased to be used to meet local assessment criteria for the purpose of reclassification of English learners.	LAS Links and i-Ready assessments purchased. 0 students reclassified.
All teachers will continue to access professional development through internal and external agencies.	100 % of teachers receive professional development annually.	100% of teachers will have professional development on California State Standards with focus on ELA and ELD instruction.
Increase student performance on the CAASPP ELA assessment.	2016 CAASPP Scores.	Increase the percent of students achieving a score of standard met or higher in ELA to 15%.
Increase student performance on the Math CAASPP assessment.	2016 CAASPP Scores.	Increase the percent of students achieving a score of standard met or higher in math to 5%..
Increase student performance on the CAASPP ELA and Math assessment for EL students.	2016 CAASPP Scores.	Increase percent of students achieving a score of standard met or higher to 15% for ELA and 5% for Math.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students will receive standards based instruction and instructional materials.	100% of students receive standards based instruction and instructional materials.	100% of students receive standards based instruction and instructional materials.
Appropriately credentialed teachers will teach all students.	Appropriately credentialed teachers teach 100% of students.	Appropriately credentialed teachers teach 100% of students.
Access to a broad Course of Study.	100%-All students will receive broad course of study.	100%-All students will receive broad course of study.
All students will have access to a Chromebook and hot spot as MCIA will move to 1:1 model.	Start of 20-21 school year.	100% of students will have a Chromebook and internet access to have at home and school.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

MCIA students will academically proficient to be successful academically in any educational setting.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

7000

#### Source(s)

LCFF - Base  
4000-4999: Books And Supplies  
Books

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

#### Strategy/Activity

MCIA will provide support for EL students. Professional development in best practices will be provided to all staff. An additional EL assessment will be created to gauge student’s proficiency and assist in increasing the reclassification of students. A new EL master plan will be developed and support will be provided by a teacher on special assignment and an EL consultant with MCSOS.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,300

Source(s)

LCFF and Title I

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MCIA will develop teams of teachers and administrators to analyze data and make recommendations to drive instruction. LAS Links will be implemented to assess students in reading, writing, speaking, and listening domains. The data gathered will be used as a common assessment to satisfy a critical area identified by WASC, and scores will be used to satisfy criteria for reclassification of English Learners.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,500

Source(s)

LCFF and Title I

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MCIA will provide opportunities for professional development for all staff. Scheduled staff meetings and designated professional development days will be used to address best practices and collaboration on topics relevant to the needs of the MCIA staff and the needs of MCIA students. Teachers will also be encouraged to seek out professional development opportunities to address areas of individual growth. Content area specialists in ELA and Math from MCSOS will be used to provide professional development to improve instruction for all students. In addition, the CSI plan calls for professional development and trainings for curriculum, formative assessments, and teaching strategies, especially for the blended classes, particularly, the new blended class for students in grades 4-6 to supplement the services for independent study students. The blended class offerings will be extended to provide increased support to students in grades 7-8.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

52,900

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating Expenditures  
LCFF Base

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MCIA administration will ensure all students are provided with needed technology resources to maximize learning.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12,000

LCFF - Supplemental and Concentration  
4000-4999: Books And Supplies

30,000

Title I Part A: Allocation  
4000-4999: Books And Supplies

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Socioeconomically Disadvantaged

Strategy/Activity

Academic supports will be provided to students to assist them in preparation of graduation. Students will have career exploration opportunities, and benefit from academic counseling, and tutoring.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
42,223	Title I Part A: Allocation
15,000	Foster Youth

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

MCIA will continue to recruit and retain appropriately credentialed teachers.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
226,800	LCFF - Base

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Madera County Independent Academy (MCIA) students were provided an academic program that addressed student needs regarding a safe learning environment with individualized learning goals. The program included offering seat-time classes for students in grades K - 3, and also 4 - 6, in order to strengthen their literacy and language skills, while developing socially and emotionally in a smaller setting. Continued support from a MCSOS EL program director was beneficial for teachers in working with MCIA students. Student success was also supported with academic counseling, field trips, workshops, and assessment preparation. Additional programs were offered for foster youth and homeless youth through collaboration with internal and external agencies. Staff received professional development through weekly staff meetings and opportunities to attend training offered through educational agencies. Professional development focused on English Learners, Common Core, reading/writing skills, Project based learning, and the use of technology for educational purposes. Additionally, professional development on trauma informed teaching was provided to all

staff through Madera County Behavioral Health. Student scores on the CAASPP show a need for improvement in both ELA and Math, and chronic absenteeism continues to be a concern. There were not any EL students that met standards in ELA or math, and although MCIA made improvements in the EL reclassification process, no EL students were reclassified.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Parent Liaison position was not hired during the year and counselors, along with counseling assistant, performed actions listed. Planned internal contracts for training and professional development were changed due to staffing availability. Software for curriculum and assessment was purchased during the year to supplement established curriculum.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The EL Master Plan was rewritten and common alternate assessments to be used for reclassifying students, were purchased. This additional assessments will meet criteria for reclassification of English Learners, and serve as a formative assessment to highlight areas of growth and needed supports. Professional development provided to all staff to improve EL student instruction.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Student Well Being and Positive Campus Culture

## LEA/LCAP Goal

MCIA will provide resources and services to improve the social and emotional well-being of each student to provide a safe learning environment.

## Goal 2

MCIA will provide resources and services to improve the social and emotional well-being of each student to provide a safe learning environment.

## Identified Need

Increased student success through rigor and relevance, while maintaining an environment that is physically and emotionally safe for all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>All students will have opportunity to participate.</p>	<p>All students.</p>	<p>MCIA has increased educational opportunities in a classroom setting for students in grades K -3 and 4 - 6. As part of their educational program, students attend school two additional days (2.5 hours per day) in addition to their individually scheduled weekly one-hour appointments. These students are able to develop academically, socially, and emotionally in a smaller classroom setting. Students who have had high rates of absenteeism attend school more often and make academic gains. All students have individual appointments where teachers are able to support them with content, and make adjustments to individualized learning goals on a weekly basis. Teachers planned field trips for students of all ages to allow access to</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>learning beyond the classroom. Teachers incorporate supports to assist with the language demands of the curriculum. An RSP teacher provides additional support for students on an IEP as prescribed.</p>
<p>Maintain or increase the number of students that are provided transportation.</p>	<p>Any student with transportation issues.</p>	<p>Although there were not any students needing transportation, regular communication among teachers, support staff, and administration allows for necessary arrangements for these students.</p>
<p>Maintain 100% of students receiving counseling services.</p>	<p>All students.</p>	<p>Students and families are required to meet with academic counselors in order to register. This process allows counseling staff to make appropriate referrals for the student. All academic counselors are bilingual and are able to communicate clearly and effectively with families. In addition, MCIA has access to a school psychologist, who is also bilingual. There is a referral form teachers can access to refer students for mental health or academic services. Since students meet with teachers individually, teachers are able to know students better and conversations or changes in behavior suggesting interventions are required can quickly result in a referral. Furthermore, established networks with behavioral health and public health allow students to be referred to other agencies if needed.</p>
<p>Host two school-wide events to invite parents and families to MCIA.</p>	<p>Two events annually.</p>	<p>Family Appreciation Day (Open House) was held on Friday, October 4, 2019 and 64 people attend (that is 9 people more</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		than last year). Families enjoyed a performance from the K-3 Class, games, food, crafts and raffle prizes. The scheduled event for the spring was cancelled due to COVID-19 school closures.
Maintain school facilities in "Good Repair."	Good Repair	The Facilities Inspection Tool (FIT), which is on file, shows it is in "Good Repair."
Reduce chronic absenteeism.	Reduce chronic absenteeism to under 50%.	52.7% chronic absenteeism
Students and parents will report feeling safe and supported at school.	In 2017--18: 90% of students feeling safe at school and 90% of students feeling staff cares about them.	100% reported feeling safe at school, as well as respected and valued.
Maintain 0% suspension rate	0%	No students suspended.
Seat time attendance of 85%	85%	2019-20 attendance is 85.4%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Teachers took students on extended learning opportunities that including field trips to the zoo, Fresno State Planetarium, and pumpkin patch. Also, Reptile Ron visited students at MCIA for a surprise assembly to share information on preservation of animals, and opportunities for students to safely pet the animals. Spring field trips were cancelled due to COVID-19 school closure.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

5000

#### Source(s)

LCFF  
5000-5999: Services And Other Operating Expenditures

## Strategy/Activity 2



**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

To help ensure safe arrival to and from school MCIA provided students with tickets for local transportation as needed, and made arrangements with MUSD to allow students to ride the bus when necessary.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1200

Source(s)

LCFF - Supplemental  
5000-5999: Services And Other Operating Expenditures

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Foster and Homeless Youth

**Strategy/Activity**

MCIA provided supplemental services to homeless, and foster youth students. Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies facilitated students' accessing services. Additional resources contributed to students emotional well-being.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

13,900

Source(s)

Foster Youth  
5000-5999: Services And Other Operating Expenditures

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

MCIA coordinated with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals for students in need of services.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

130,100

Source(s)

LCFF - Supplemental and Concentration  
1000-1999: Certificated Personnel Salaries

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MCIA hosts two school events for all students to participate in order to build a sense of school pride and belonging. One event was held in the fall, and another week--long even was to be held in late spring to invite students and their families on to campus.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,200

Source(s)

LCFF  
4000-4999: Books And Supplies

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MCIA provided and maintained safe, clean, and quality learning facilities for students and staff. A major remodel at the start of the 2019-20 school year was well received by students, parents and staff.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

32,100

LCFF

5000-5999: Services And Other Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The staff at MCIA has many programs in place to promote a committed, caring, and connected environment for students. Services for homeless and foster youth were provided in numerous areas under the direction of administration, and a school counselor (PPS), who also serves as the county liaison for foster youth students and regional activities. MCIA has a trained academic counseling staff, with counselor available daily, and a dedicated school counselor for foster youth students. Tickets for local public transportation are provided to make sure students have safe access to and from school. The staff does offer many extended learning opportunities to engage student in school. These activities included field trips, music performances, regional workshops, and college visits. There were many successes in school connectedness. MCIA provided a safe and clean school and students expressed high level of safety on school climate survey. Students in grades K - 6 were able to participate for the first time at MCIA in numerous school activities and field trips. The seat time attendance percent remained above 85%, which is much higher than students had at previous schools. There were strong counseling supports for students, including support from foster youth and Madera County public agencies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Field trips and other activities, including parent engagement opportunities and eighth grade promotion, were cancelled due to COVID-19 school closures and social distancing guidelines.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All students will be able to check out a Chromebook and hot spot to be able to access lessons online, and be in a better position should distance learning due to COVID-19 continue. The school will also absorb the monthly costs for internet access.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Parent Engagement

## LEA/LCAP Goal

MCIA will encourage greater stakeholder participation and input by developing meaningful relationships with parents and families.

## Goal 3

MCIA will encourage greater stakeholder participation and input by developing meaningful relationships with parents and families.

## Identified Need

Increase student engagement in school through greater parent participation and connectedness to MCIA.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers and staff will maintain a call log for communication with parents/families.	All teachers will maintain a call log for each student on their caseload.	Each student file will have a copy of call log from teacher to parent, and will include means of communication.
Parents will be invited to attend more school events by mailers and personal phone calls home.	One event in the fall and one in the spring for parents to attend MCIA and visit with teachers and staff.	Open-house even held in the fall, and family appreciation event hosted by MCIA in the spring.
Teachers and staff will make positive parent contacts regarding students to share positive behaviors and/or academic gains.	Teachers and staff will call a minimum of three parents per month regarding students to share positive behaviors and/or academic gains	Throughout the year, all students will have received a positive call home to parents from their teacher.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MCIA will provide effective communication with parents of regular and special education students in the home language regarding school administration, activities, student progress, and attendance. This will be maintained with phone calls, home visits, regular progress reports, and an updated website. Bilingual services will be provided for parent meetings, including IEPs.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

9,700

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The unduplicated student population has some of the lowest rates of parent involvement. To address their needs, the LEA will provide classes and workshops, open house, and family events to increase opportunities for involvement.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4700

LCFF

400.00

Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MCIA will provide opportunities for parent input through surveys and participation in formal and informal advisory committees, including Site Council, ELAC/DELAC and other school engagement meetings. These events will increase parent involvement for unduplicated student population.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4200

Source(s)

LCFF

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parents of all students, including regular and Special Education, were kept informed on student progress in home language of the family, including bilingual services for meetings and IEPs. In the case of attendance problems parents were informed via truancy letters and follow up student/parent meetings. Parent informational and stakeholder meetings were held to increase opportunities for the parents of unduplicated students to have input and become involved in school and the education of their child. An LCAP parent survey was administered, and meetings for preparing students for high school were held. MCIA increased parent participation for parents of unduplicated pupils by starting a parent and family appreciation day, recognizing a student of the month on a monthly bases for the three grade spans, and a school climate survey. The staff maintained contact with families on events and school attendance, and the seat time attendance percent increased to over 85%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Parent engagement opportunities scheduled for the spring were cancelled due to COVID-19 school closures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$56,000
Total Federal Funds Provided to the School from the LEA for CSI	\$74,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$600,223.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$400.00
Title I Part A: Allocation	\$72,223.00
Title II Part A: Improving Teacher Quality	\$52,900.00

Subtotal of additional federal funds included for this school: \$125,523.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$9,700.00
Foster Youth	\$28,900.00
LCFF	\$47,200.00
LCFF - Base	\$233,800.00
LCFF - Supplemental	\$1,200.00
LCFF - Supplemental and Concentration	\$142,100.00
LCFF and Title I	\$11,800.00

Subtotal of state or local funds included for this school: \$474,700.00

Total of federal, state, and/or local funds for this school: \$600,223.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	20000	20,000.00

## Expenditures by Funding Source

Funding Source	Amount
	9,700.00
Foster Youth	28,900.00
LCFF	47,200.00
LCFF - Base	233,800.00
LCFF - Supplemental	1,200.00
LCFF - Supplemental and Concentration	142,100.00
LCFF and Title I	11,800.00
Title I	400.00
Title I Part A: Allocation	72,223.00
Title II Part A: Improving Teacher Quality	52,900.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	130,100.00
4000-4999: Books And Supplies	50,200.00
5000-5999: Services And Other Operating Expenditures	105,100.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		9,700.00



	Foster Youth	15,000.00
5000-5999: Services And Other Operating Expenditures	Foster Youth	13,900.00
	LCFF	8,900.00
4000-4999: Books And Supplies	LCFF	1,200.00
5000-5999: Services And Other Operating Expenditures	LCFF	37,100.00
	LCFF - Base	226,800.00
4000-4999: Books And Supplies	LCFF - Base	7,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	130,100.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	12,000.00
	LCFF and Title I	11,800.00
	Title I	400.00
	Title I Part A: Allocation	42,223.00
4000-4999: Books And Supplies	Title I Part A: Allocation	30,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	52,900.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	397,723.00
Goal 2	183,500.00
Goal 3	19,000.00

# School Site Council Membership

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

- School Principal
- Classroom Teachers

## **Name of Members**

## **Role**

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



Carmen Chavez  
via proxy

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/17/20.

Attested:



Scott Ellingson

Principal, Scott Ellingson on 6/17/20



Rebecca Douglas  
via proxy

SSC Chairperson, Rebecca Douglas on 6/17/20