**Cecilia A. Massetti, Ed.D.**
*Superintendent of Schools*

**Agenda Item 8.1**

## Board of Education Action Item
## June 29, 2021

**Topic:**
Consideration Adoption of Local Control Accountability Plan (LCAP) for Madera County Independent Academy (MCIA)

**Background:**
The Local Control Accountability Plan (LCAP) is a required component of the Local Control Funding Formula (LCFF). It describes the goals and specific activities that Madera County Superintendent of Schools will put into action to educate all students and for certain identified subgroups of students. The LCAP must address the priorities as determined by the State Board of Education and indicate the funding needed to implement the activities. As required, the LCAP will be reviewed and revised each year. An important part of the LCAP is input from parents, students, staff, and community members.

**Financial Impact:**
$ 974.566.00

**Resource:**
Hugo Sanchez
Program Director
Career & Alternative Education Services

**Recommendation:**
It is recommended that the board adopts the Local Control Accountability Plan (LCAP).

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# 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<br>Program Director - Career and Alternative Education Services | hsanchez@mcsos.org<br>(559) 662-6211 |

# Plan Summary [2021-22]

## General Information

A description of the LEA, its schools, and its students.

Madera County Independent Academy (MCIA) is a charter school authorized by the Madera County Board of Education. The school is located in the city of Madera, and it is authorized for student in grades pre K-12, however, students in grades K-8 are served at the site this year. MCIA is a school of choice and serves at-promise students in an independent study model, including middle school students expelled from their home district. This approach supports individual development, through the choice of curriculum aligned with state standards. The program allows students to set their own pace for learning and allows teachers to provide needed supports to minimize achievement gaps. Although the requirement is for students to meet with their independent study teacher independently for one hour per week, supplemental services are provided to ensure students have increased supports in developing academic, behavioral, and social-emotional skills. Students have access to courses through Common Core State Standards (CCSS) aligned curriculum and materials.

Per Data Quest for 2020-21, 15.5% of MCIA students are English Learners with Spanish being their primary language. The student body is 60.3% Hispanic, 15.5% White, and 8.6% African American, with 20.6% not reporting their ethnicity. California Longitudinal Pupil Achievement Data System (CALPADS) identifies 86% of MCIA students as the Unduplicated Pupil Count (UPC), which includes Socio-economically Disadvantaged (SED), English Learners and foster youth. Approximately 12% of students enrolled in the MCIA program have identified special needs, with the majority of these students entering MCIA with existing Individualized Education Programs (IEP's), while others have been assessed and determined eligible for services. Service delivery models include one-on-one instruction, and small group instructional support, 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 opened its doors in 2008 with 10 students and grew to 75 students during its first year. The school's current enrollment is 64 students, grades K-8. The key to student success is the assignment of a certificated teacher who leads students and parents through individualized curriculum and learning, and provides one-on-one, site-based instruction. This approach encourages students to be highly involved in their learning, becoming self-motivated, 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. Although, prior to MCIA, these students traditionally attended school 50% to 60% of the time, a key success of the program is students are now attending school 85% of the time.

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 absenteeism rates. Based on our 2019 CAASPP data, MCIA students had growth of 9.7 points toward meeting standard in ELA, and 28.9 point toward 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 our 2019 CAASPP data on the California School Dashboard (Dashboard), MCIA students had growth of 9.7 points toward meeting standard in ELA, and 28.9 point toward meeting standard in math. English Learners made significant progress toward English language proficiency (61.5%) compared to the state percentage of 48.3%. MCIA utilizes i-Ready common formative assessments, which provide prescriptive lessons to support subskill growth in ELA and Math. MCIA students showed a 16% growth in ELA, which means these students scored at grade level in January, 2021, after their first assessment in September, 2020. Meanwhile, there was an 8% growth in Math for the same time periods. Furthermore, the percentage of students that were two or more grade levels behind in ELA and Math decreased by 8% and 13%, respectively. Student data from Spring LCAP Survey indicates 97% of students plan on attending college or a trade school after high school graduation, and 93% stated being happy at MCIA.

## 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.

According to i-Ready results for 2020-21, there is a need to improve in academic proficiency in ELA and Math. Diagnostic results indicate that 26% of students are one year behind grade-level in ELA, while 32% of students are one year behind in Math. There are even more students who are two or more years behind in ELA and Math, specifically, 45% and 53%. Student and parent survey data indicates that students would benefit from additional support with academic work Considering students' academic deficits, MCIA will focus efforts on supporting students academic needs. Chronic absenteeism (52.7%) continues to be a concern, despite the small decline (2.8%) in this metric as measured on the Dashboard for 2019. During Distance Learning in 2020-21 school year, there was a significant number of students with increased absences. In order to achieve LCAP Goal 1 and prepare students to be academically ready for the next grade level, MCIA needs to increase attendance, which will positively affect academic proficiency.

Efforts to provide technology and Wi-Fi connectivity allowed all students to benefit from individualized instruction during Distance Learning and provided access to enrichment activities like virtual field trips and curriculum resources that would not have been accessible otherwise. According to LCAP Student Survey data (spring 2021), 93% of students stated that they are happy to be at MCIA. Other data also shows 26% of students do not feel safe at school, and 74% do not feel they are part of MCIA. Survey data also shows that only 60% of MCIA students get excited to learn. It is also worth noting that only 44% of students and 50% of parents completed the survey, even though all students were provided a printed copy of the survey in the language spoken at home. The low number of surveys completed was concerning because other efforts to gather parent input have not proven successful.

LCAP Parent Survey, administered in spring 2021, was sent to all parents in printed form (Spanish or English), shared with all parents via ParentSquare, and multiple reminders were sent out to encourage families to provide completed surveys.

## LCAP Highlights

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

During the 2018-19 school year, MCIA increased the amount of time students in grades K-3 were on campus to received additional support, along with students in grades 4-6 the following year. During the 2020-21 school year, despite the barriers created by Distance Learning as a result of COVID-19, students in grades 7-8 also increased the time receiving academic support, which was more than the MCIA Independent Study charter requirement of one-hour per week. These efforts were to increase academic achievement, specifically in ELA and Math, as well as provide young students a physically and emotionally safe place to develop appropriate social skills and behaviors. MCIA has started using i-Ready as a common formative assessment for ELA and Math, which will provide excellent achievement data and progress toward grade-level proficiency. In addition, the online prescriptive lessons will allow students to work on their subskill weaknesses from home. MCIA will continue to require students meeting their teachers individually for their one-hour appointments, but will receive instructional support from instructional assistants to accelerate academic growth. Instructional assistants will incorporate prescriptive lessons and resources from i-Ready to provide targeted instruction to each student.

The 2021-24 LCAP was informed by the outcomes of the Learning Continuity Plan (LCP), the 2019-20 LCAP Annual Update, and input from members of each stakeholder group at Madera County Independent Academy (MCIA) through the lens of what has been learned during the COVID-19 pandemic. Even during a pandemic, stakeholder input continues to align with the three overarching LCAP goals of the previous LCAP. The pandemic continues to drive several instructional changes that will be carried over after the end and beyond as evidenced through the additional actions added to each of the goals, as highlighted below. Shown in the three goals outlined below, MCIA will continue to focus and direct efforts in supporting all students, especially those who are foster or homeless youth, English Learners, and socio-economically disadvantaged students, representing 90% of the MCIA student population. These three goals also address the eight state priorities, which are: 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, targeted academic support, and CTE pathway enrichment and completion.

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 this goal include improved academic support in ELA and math, and assigning prescriptive i-Ready lessons targeting individual subskill weaknesses. Accelerated Reader has also contributed to academic gains in the current year. This model will be modified in 2021-22 based on identified needs from local and state indicators to address subskill weaknesses for student population that is 80% SED. COVID-19 forced instruction to move to Distance Learning for most of the 2020-21 school year and now MCIA must prepare to bring all students back on site for direct instruction, optimizing the time spent with students. A key finding from Distance Learning was the use of a variety of instructional strategies and feedback to ensure optimized learning opportunities and drive instruction. Those ideas will be the foundation that MCIA will build on as those students return to campus, leaving old and ineffective practices prior to the pandemic behind. To support these changes; ELA, ELD, and mathematics professional development will be planned and conducted throughout the year to support student improvement through improved instructional practices. Teachers will provide differentiated instruction to meet their individual needs.

Goal 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.
Moving forward into the 2021-22 school year, MCIA is unsure of the specific social-emotional needs that will arise coming out of the COVID-19 pandemic but have planned professional development for staff to identify and support students' social-emotional needs, while increasing awareness of local supports from Madera County Behavioral Health Department. MCIA can direct students and families toward these services when these needs/challenges cannot be met at school. Partnerships with internal and external sources provide the support and resource platform that will be built upon. This is key to learning and growth for MCIA students as we provide support for the whole child, knowing that if they are not physically and emotionally "safe" then earning cannot take place. As the COVID-19 pandemic created educational challenges and the need or Distance Learning, students' social-emotional well-being was the forefront of most professional growth and development for staff.

Goal 3: MCIA staff will have greater stakeholder participation and input by developing and fostering meaningful parent and family relationships.
The emphasis is building and maintaining stronger family and community engagement, will continue with local community partnerships, parent-teacher conferences, parent academic and informational workshops and continued correspondence through ParentSquare. An additional emphasis is building stronger family and community engagement. COVID-19 provided MCIA an opportunity to evaluate and refine communication protocols with students, parents, and administration. Those protocols for communication have been carried over into the new school years and will be the point we will build on going forward. Parent workshops are being planned to help with current and future needs for students ranging from homework support to attendance policies to career exploration and digital citizenship. Providing opportunities for external learning opportunities like visiting a businesses or colleges, historical sites and museums will help teach and support being a well rounded student.

# 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

### 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

### Monitoring and Evaluating Effectiveness

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

N/A

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Madera County Independent Academy (MCIA) believes that stakeholder input drives the development of the LCAP. MCIA staff consulted parents, students, all school personnel, local bargaining units, and the community over the course of a year conducting 9 meetings and administering surveys to all employees, all students, and all parents.

To obtain stakeholder input in the writing and approval of the MCIA LCAP, MCIA staff held a series of stakeholder input meetings that were scheduled exclusively for input and feedback:

2/11/21 - All CAES Staff LCAP Survey sent out by email (7:30 - 9:00 a.m.)
2/16/21 - 2/23/21 - Hard Copies of Parent and Student Surveys were distributed in student work packets and through an electronic ParentSquare link.
2/25/21 - CAES Parent Advisory Committee (PAC) Stakeholder Input Zoom (11:00 – 12:00 and 4:00 – 5:00 p.m.)
3/1/21- Parent Square/Email invite to all PTC/MCIA and MCSOS CTA/CSEA representation for the following:
3/9/21 - Stakeholder Input – MCIA via Zoom (10:00 – 11:00 and 4:30 – 5:30 p.m.)
3/10/21 - Stakeholder Input – PTC via Zoom (10:00 – 11:00 and 4:30 – 5:30 p.m.)
3/11/21 - Stakeholder Input – MCSOS via Zoom (10:00 – 11:00 and 4:30 – 5:30 p.m.)
3/18/21 - Stakeholder Input - CAES SSC Meeting #3 via Zoom (1:00 – 2:00 p.m.)
3/18/21 - Stakeholder Input – CAES ELAC Meeting #3 via Zoom (2:00 – 3:00 p.m.)
4/8/21 - LCAP Stakeholder Feedback Analysis/Needs Assessment (8:00 – 12:00 p.m.) Site Leadership, Principals and Executive Director
6/1/21 - SELPA Stakeholder Input - CAES Executive Director, Site Principal, Program Directors and Program Director of SELPA (12:45 - 1:30 p.m.)

Due to state and local restrictions; parent, community, and student meetings were held via Zoom. Stakeholders could participate either by phone or by logging into the Zoom platform. Translation services were provided at each meeting as needed. MCIA made all efforts to assure voices were heard from stakeholders through these meeting that represented English Learners, socio-economically disadvantaged (SED), and foster/homeless students. In each of the input meetings, i-Ready diagnostic assessment data, in the areas of ELA and Math, was shared with the stakeholders.

Once all stakeholder feedback was collected, the administrative team analyzed the feedback and used it to draft the LCAP. The most common topics of successes and needs were collected throughout the feedback process and then given priority in the writing of the LCAP, although many other topics were addressed.

A summary of the feedback provided by specific stakeholder groups.

A summary of the feedback provided by specific stakeholders (Parent and students) is attached to this LCAP, by percentage. Data breaks down as follows:

MCIA Parent responses = 50%
MCIA Student responses = 44%

Stakeholder input:

Due to state and local restrictions; parent, community, and student meetings were held via Zoom. Stakeholders could participate either by phone or by logging into the Zoom platform. Translation services were provided at each meeting as needed. MCIA made all efforts to assure voices were heard from stakeholders through these meeting that represented English Learner, socio-economically disadvantaged, and foster/homeless students. In each of the input meetings, i-Ready diagnostic assessment data from MCIA, in the areas of ELA and Math, was shared with the stakeholders.

Once all the stake holder feedback was collected, the administrative team analyzed the feedback and used it to draft the LCAP. The most common topics of successes and needs were collected throughout the feedback process and then given priority in the writing of the LCAP, although many other topics were addressed.

Stakeholder input:
Meetings were held over several days and times to ensure all stakeholders had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through the Zoom platform where parents could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from MCIA staff, student, and parent surveys indicate stakeholders feel the greatest areas of strength include:

From the parent survey.
1. 91% believe their concerns are taken seriously by the school.
2. 97% agree the school supports multiple opportunities to engage in understandable and accessible two-way communication between families and educators.
3. 91% agree that students learn skills that will help them in life.
4. 91% agree that MCIA promotes academic success for all students.

From the student survey.
1. 74% of students feel safe while on campus.
2. 97% of students believe that teachers care for and want students to succeed.
3. 77% agree that there is enough time to complete work.
4. 97% agree that teachers are knowledgeable of the subjects they teach.

Input from stakeholder meetings (SSC, ELAC, PAC) combined with surveys, the a following areas were identified as areas of improvement:

1. Increasing opportunities for parents to be involved with school activities and events. Parents reported the following:
a) 43.8% wanted workshops to assist students with school work.
b) 21.8% want support with establishing a healthy lifestyle
c) 18.8% wanted increased social-emotional support for students.
d) 21.8% wanted math workshops.
e) 91% of parents agree the school is interested in family's strengths, culture, language, and goals for their children.
f) 91% of parents responding agreed that teachers are well prepared to meet the needs of students.

On the recent Local Indicator survey of Priorities 2 and 3, the staff identified MCIA's approach to ELA and ELD being fully implemented. On Priority 2, MCIA staff identified being in the Full implementation phase for Identifying the professional learning needs of groups of teachers or staff as a whole, Identifying the professional learning needs of individual teachers, and Providing support for teachers on the standards they have not yet mastered. Full Implementation in Mathematics, Initial implementation in Next Generation Science Standards (NGSS),and History Standards.

For Priority 3, MCIA identified solidly in the "Full Implementation" phase for the areas of Building Relationships and Building Partnerships for Student Outcomes and their subset topics. For the section on Seeking Input for Decision Making, MCIA staff scored the survey "Beginning Development" level that is leaning closer towards "Initial Implementation," providing an area of increased focus.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The three goals of the LCAP were originally created with stakeholder input for the previous LCAP. This year, stakeholder input continues to demonstrate that PTC's efforts are focused in the right areas and there is no change to the 3 goals. The following will continue to remain the focus of this plan: 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 stakeholder participation and input by developing and fostering meaningful parent and family relationships.

Continued aspects of the LCAP influenced by specific stakeholder Input (see attached parent and student surveys and overview above):
1) MCIA students are not achieving academically at grade level. Goal 1 - Action 1, 2, 3, 4, 6, 7
2) Professional Development for staff continuing in the areas of ELA, ELD, and social-emotional learning. Parents and students reported agreeing with statements that the school promotes success for all students and teachers are well qualified to teach students. Continued Professional Development supports and increases staff confidence and proficiency as they support student learning. Goal 1 - Action 3, 7
3) The site is safe and well maintained to promote a positive learning environment for students. This addresses feedback about parent concerns, accessible two-way communication, and decision making by ALL stakeholders. Goal 2 - Action 5, 7; Goal 3 - Action 2, 3.
4) Survey responses from parents continue to be lower than expected and increased communication with parents and opportunities for parents to be involved with MCIA events can be greater. Goal 3 - Action 3, 4

New aspects of the LCAP influenced by specific stakeholder input:

1) Acceleration to 1:1 technology program. When looking to reopen schools in the spring of 2020, a survey was sent out to parents and students asking what technology they owned currently, to meet the needs of video conferencing instead of face to face meetings. In response, 2/3 of of families needed access to a Chromebook, Wi-Fi hotspot, or both. This need expressed from stakeholders accelerated a technology plan that let to all students having access to a 1:1 digital access to student ratio. This need lead 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 staff and socio-economically disadvantaged (SED) families. Goal 2-Action 3.
3) Building on the feedback from teachers that is reinforced through parent and student data, expanding professional development in the 2021-22 school year will support student learning and achievement through staff quested PD and reinforcing feedback related to teacher knowledge, parental support, and how MCIA supports student success. Goal 1 - Action 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 74% 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. | Base line 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. | | | | Grade-level proficiency will grow by 10% annually. |
| 2. Number of students being reclassified. | No EL students have been reclassified in the last three years. | | | | 10% of EL students will be reclassified annually. |
| 3. Percentage of teachers accessing professional development | 100% of teachers and staff receive professional development of 90 minutes embedded into the weekly instructional schedule. In addition, teachers and staff are strongly | | | | 100% of teachers and staff will participate annually in professional development on California Common Core State Standards in ELA, Mathematics, Social Science, and |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | encouraged to access relevant professional development throughout the year. | | | | 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. | 2019 SBAC ELA Standard Scores (currently 93 points below standard). | | | | Increase by at least 30 points toward standard met annually. |
| 5. Academic proficiency as measured by the SBAC Math assessment. | 2019 SBAC ELA Standard Scores (currently 156.7 points below standard). | | | | Increase by 30 points toward standard met annually. |
| 6. Academic proficiency on the SBAC ELA and Math assessments for SED students. | 2019 SBAC ELA Standard Scores (currently 156.7 points below standard in math). | | | | Increase SBAC scores by 30 points toward standard met annually. |
| 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 students receive standards based instruction and instructional materials. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 8. Number of teachers appropriately credentialed. | All teachers are appropriately credentialed. | | | | All teachers will be appropriately credentialed. |
| 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 will have access to instructional technology. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Use i-Ready Assessments to measure grade-level proficiency in ELA and Math. | To support improved student academic performance, i-Ready assessments are used to show academic growth. School year 20-21 i-Ready results indicate 26% of MCIA students are on grade level in ELA, and 16% on grade level 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. | $208,179.00 | Yes |
| **2** | Use i-Ready Assessments to measure grade-level proficiency in ELA and Math | This action is a continuance of Action #1: Two part-time instructional assistants will be hired to assist low-performing students with additional instruction in small group settings and mitigate learning loss. Their support will be principally directed to Unduplicated Pupils in grades K - 8. Additional instructional materials will be purchased to support classroom instruction, as needed. Instructional assistants will provide individual or small group accelerated interventions.<br><br>Title I | $99,200.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3** | Use i-Ready Assessments to measure grade-level proficiency in ELA and Math | This action is a continuance of Action #1: Based upon observed low mathematics scores on SBAC for SED students, i-Ready and other data points, MCIA will contract with MCSOS, Director, Curriculum and Instruction, to provide focused, on-going professional development in math to all teachers and other staff to increase capacity to teach math effectively. Aside from the pedagogy to improve instruction, teachers will develop a mathematical mindset and understand the foundational math requirements to prepare students to be successful at the next grade level. This professional development will improve teachers' instructional practices and close the achievement gaps for SED students in mathematics. | $15,920.00 | Yes |
| **4** | Use LAS Links and i-Ready to increase EL Student Reclassification | As MCIA has not reclassified any EL students in the last 3 years, to support EL students in achieving English Language reclassification, MCIA staff will use LAS Links English Language Proficiency Assessment as one of our local assessments to meet reclassification criteria. LAS Links provides English Language proficiency results in 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 three school years. MCSOS ELA/ELD Program Director to work with teachers in incorporating increased instructional strategies to support EL students academically. The strategies will be implemented in individual or small group settings.<br><br>Title I | $108,946.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **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; in conjunction with diagnostic, formative, and summative data disaggregation and application coordinated by a Program Director / Categorical Coordinator.<br><br>Title I & II | $71,182.00 | No |
| **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 ELA assessment. Summative SBAC and Interim Assessment Blocks (IABs) will be administered by teachers, and results are to be analyzed by administrators, teachers, and academic counselors. MCIA staff will provide instruction and instructional materials to support students' academic growth as measured by SBAC Math assessment. Summative SBAC and Interim Assessment Blocks (IABs) will be administered by teachers, and results are to be analyzed by administrators, teachers, and academic counselors. | $219,017.00 | No |
| **7** | Provide Instruction and Instructional Materials to Increase | Based on poor academic achievement of SED students in ELA (95.2 points below standard) and Math (156.7 points below standard), according to the most recent data on the California School Dashboard, | $2,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | SED Student Achievement in ELA | MCIA staff will provide instruction and instructional materials to support SED students' academic growth as measured by SBAC ELA and Math assessments. Summative SBAC and Interim Assessment Blocks (IABs) will be administered by teachers and results are to be analyzed by administrators, teachers, and academic counselors. Additional copies of instructional materials will be provided for students for home use. | | |
| **8** | Provide and Purchase Accelerated Reader Program | Materials will include textbooks, Accelerated Reader (books and software), and online software/curriculum. | $45,000.00 | No |
| **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. | | No |
| **10** | Provide Technology Access for SED Students | All SED students will have access to technology (Chromebooks) to ensure equity, as recent survey results have shown that SED students do not have reliable technology at home. MCIA devices (Chromebooks and hotspots) are checked out annually by families and returned at the end of the year. Student learning is enhanced using Chromebook technology by the following: access to curriculum, peer to peer communication, training in digital citizenship, training in using all formative and summative online assessments. Additional needs may include curriculum to support core academic instruction, elective digital citizenship, and associated monthly service fees. | $11,580.00 | Yes |
| **11** | Maintain Low Student to Teacher Ratio by Adding a Teacher | Student to teacher ratio should be 29:1, but during the 2020-21 school year, we were below 22:1. Having an extra teacher allows students to receive increased support from all teachers, since their case loads are lower. SED students will improve academic achievement in ELA and Math through the increased support. | $116,694.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |

## 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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 great 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. All 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. | | | | 100% of students will be encouraged to participate in classroom learning and extended learning opportunities. |
| 2. MCIA transportation to school for all students in need. | MCIA staff provides MAX tickets/vouchers to access public transportation for all students. | | | | 100% of students needing transportation to school will be provided vouchers/tickets for local public transportation to school. |
| 3. Percentage of students accessing academic and | All students have access to academic or behavioral counseling services as needed. | | | | 100% of students needing academic, behavioral, or social-emotional counseling |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| behavioral health counseling services. | | | | | 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. | | | | 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 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). | | | | Chronic absenteeism will decrease by 5% annually. |
| 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. | | | | 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 | | | | Maintain 0% student suspension rate as |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | suspension rate was 0%. | | | | measured by PowerSchool. |
| 9. Student attendance rate. | MCIA student attendance rate was 85% for January 2020 as reflected in Power School (SIS). | | | | All students will maintain seat-time attendance of at least 90% annually. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Provide external learning opportunities for students. | External learning opportunities, such as field trips and guest presentations for students have been well attended. Teachers will plan field trips and guest presenters that enhance student learning and increase connectedness to school. Field trips now allow for virtual access, which can also contribute to learning goals. Academic counselors to provide workshops on career exploration, SEL, and other relevant topics. Curriculum, materials, and other software programs to be purchased to support these increased interventions. | $11,000.00 | Yes |
| **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.<br><br>Title I | $500.00 | No |
| **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 | $13,900.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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 equip them to evaluate and support the needs of students. All teachers will teach, model and support SEL behaviors. Academic counselors to provide lessons on a variety of topics that affect social-emotional learning and better equip students to cope with challenges to academic achievement. School psychologist to present on resources, services, procedures and best practices for students needing SEL interventions. | | |
| **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 | $600.00 | No |
| **5** | Maintain School Facilities | The link between student learning and desire to be at school is a 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 that pose safety concerns. | $44,648.00 | No |
| **6** | Decrease Chronic Absenteeism | Understanding that academic success increases dramatically when students attend school, MCIA staff believe all students achieve when they attend regularly. Our goal is to decrease chronic absenteeism through effective home-school communication using positive phone calls, mailers, ParentSquare, parent meetings, and home visits by administrators, academic counselors, and school psychologist. | $1,500.00 | Yes |
| **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 | | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | school communication to through purchase of Stop It (safety reporting web-based application) and ParentSquare to allow for safe and orderly communication between the school and students or parents.<br>Teachers will have instant translated communication with parents to share victories, concerns, or invitations for parents to school events. | | |
| **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 communicated swiftly. Parent conferences help ground communication between home and school, as well as student report cards, progress reporting and regular calls home. | | No |
| **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.<br><br>Title I | $1,200.00 | 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | MCIA staff will have greater stakeholder 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 students' 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.  Number of teachers and staff maintaining a call-log. | All teachers maintain a daily call log in PowerSchool  for each student on their caseload with daily entries. | | | | 100% of teachers will maintain communication log entries in PowerSchool. |
| 2.  Number of parents attending school events. | 1 Parent attended "Coffee with the Principal and Counselor." | | | | Number of parents will continue to increase annually. |
| 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. | | | | Increase parent participation on school surveys by 10% annually. |
| 4.  Percentage of parents of EL students in parent advisory committees. | Less than 10% parent participation on advisory committees. | | | | Parent participation for EL students will increase at least 10% annually. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Documenting School to Home Communication | Logging of 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.<br><br>Note: Included in teacher salaries in Goal #1. | | No |
| **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 2021 LCAP surveys (50% of MCIA parents), which were sent home and also accessible through Parent Square. To increase parent involvement, MCIA will do the following: Academic Counselors will use Parent Square app/website to promote, deliver, and translate their multiple college preparation, financial aide and parent seminar and workshop flyers. Nights specifically designed for our EL community will be a priority, with 15% of the MCIA student population being an EL students. Printed flyers in both English and Spanish will be distributed on site. 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 parent-teacher conferences at the beginning of the Spring semester as a follow-up to the initial meetings at enrollment. These conferences will be focused 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 and poll all parents on a regular basis. MCIA administration team will set poll parameters and the program director will disaggregate and disseminate the data from those polls. | $1,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **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 submit plans such as, LCAP, SPSA, LCP, ELO, and others. DTS also allows for rapid, accurate translations to Spanish of all documents.<br>Title I | $2,500.00 | No |
| **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 to the language of EL students' parents. | | 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|---|---|
| 26.63% | $527,043 |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

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

The actions included in the LCAP are marked as contributing to the increased or improved services requirement for foster youth, English learners, and socio-economically disadvantaged students are being provided on a site wide basis and are consistent with 5 CCR Section 15496(b). As described in the LCAP instructions, the district has ensured they are principally directed towards 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 will received $527,043 in supplemental and concentration funding under the Local Control Funding Formula (LCFF). In determining the need for increased services for MCIA's Unduplicated Pupils (socio-economically disadvantaged, English learners, foster youth), MCIA examined valuable data for objective indicators of academic risk. School closures in Spring 2020 did not allow for state assessments or local end of year summative assessments, so the most recent local data from i-Ready for English Language Arts and mathematics was used for the LCAP. Input from stakeholders was also a significant consideration in determining students' needs, actions, and potential effectiveness of this plan. Indicators for unduplicated student groups are monitored and reported internally and with stakeholders to ensure the focus and determination of effectiveness remains centered on the outcomes for these students.

In determining the need for increased services for MCIA's Unduplicated Pupils (socio-economically disadvantaged, English learners, foster youth), MCIA examined valuable data for objective indicators of academic risk. Because the assessments that would normally be given in the Spring of 2020 were not able to reliably conducted, the most recent local data from i-Ready for English Language Arts and mathematics

was used. Input from stakeholders was also a significant consideration in determining students' needs, actions, and potential effectiveness. Indicators for unduplicated student groups are monitored and reported internally and with stakeholders to ensure the focus and determination of effectiveness remains centered on the outcomes for these students.

2020-21 ELA i-Ready Diagnostic #2 data showed that 84% of MCIA students are at least one below grade below grade level, while 90% are at least one year behind grade level in math. Since 87% of MCIA students are unduplicated pupils, increased efforts will be made to support the academic needs of these students.

Writing of this plan also included referencing the available research on learning loss, which indicated that "Preliminary COVID slide estimates suggest students will return in the fall of 2020 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 we would observe 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. The contributing titles are:

Goal 1, Action #1-- To increase the academic proficiency of MCIA students, 87% of which are SED, students will be assessed using i-Ready assessments for ELA and math throughout the year. The prescriptive lessons provided by i-Ready will be a regular component of weekly assignments, and additional support will be provided through 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, see attached), the author states that "Smaller classes are particularly effective at raising achievement levels of low income and minority children. With our high concentration of SED (low income) and 78% of our students identifying as Hispanic or African American, small group acceleration lessons will help MCIA students progress and achieve grade-level proficiency.

Goal 1, Action #3-- To meet the diverse learning needs of MCIA students and the deficiencies they currently possess, see data in attached files, increased and continuing professional development needs to be provided to all staff. In the article, Raising Student Achievement Through Professional Development (see attached) 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. Keeping in mind that 90% of MCIA students are SED students, a practice of continued and responsive professional development provided by county office curriculum and instruction content specialists and site leaders will inform and address the needs of our greatest population.

Goal 1, Action #7-- Currently, the SED student population for MCIA has no students meeting or exceeding standards on the state assessment in either ELA or Mathematics. To address this issue, MCIA will take a multi-faceted approach to meeting the diverse needs of this student group. Data from Interim Assessment Blocks (IABs) will also be used to guide instruction and drive professional development planning in conjunction with evidence from local indicators and formative and summative assessments, including i-Ready data. This data will be used to provide access and direction for students in Acceleration Labs for ELA and Mathematics to improve their skills and practices in a structured and prescriptive manner through the i-Ready platform. As is stated above in reference to PD, evidence and data both guide

improvement and measure impact. Both of those criteria are met in this manner. Instructional Assistants will be assigned to each Acceleration Lab and will manage the data and practices based on the data from i-Ready and direction from the student's teacher.

Goal 1, Action #10-- Based on local survey data of parents and students at MCIA, access to personal technology beyond a cell phone was limited. MCIA decided to used COVID-19 relief funds to bridge the technology divide for SED students lacking access to appropriate technology and internet connectivity. This trend was not just limited to Madera county, but far further. In a Pew Research article (see attached), it was noted that SED students tend to rely on phone use due to a lack of access computer and home broadband. With our continued move to online curriculum and supports, the need for increased technological access for our students is necessary to help bridge the digital divide they are opposite of. To do this, PTC provides any student in need a Chromebook and Verizon Hotspot for 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.

Goal 1, Action #11-- MCIA will provide credentialed teachers to keep the student to teacher ratio below the LEA average of 30:1. Reducing student to teacher ratio, as cited above, benefits the 87% SED and 77% students of color. Those 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 agile and responsive based on formative and summative assessments.

Goal 2, Action #1-- MCIA will provide external learning opportunities for students to build a foundation for closing learning gaps by providing common experiences. In a study led by James Banks, see attached, 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 87% of MCIA students being SED, these opportunities are vital to addressing learning gaps. We will provide external learning opportunities that include in person and virtual trips; bring in guest presenters of a variety of topics; provide experiences in career exploration, SEL, and college experiences.

Goal 2, Action #3-- The COVID-19 Pandemic shut down schools initially and when they reopened, they were nothing like what students have experienced before. The drastic changes that students, families, and school staff have experienced have taken a toll on all students' social-emotional well-being. In a 2020 survey done by Kaiser Family Foundation, young adults report the greatest percentage (56% of respondents) of anxiety and depressive disorders. Mental Health care facilitators report having doubled psychological evaluations in minors since the pandemic began. The 2021-22 school year is a mystery about the social-emotional well being students will arrive with in the fall. To address this, MCIA will continue to consult with the local county behavioral health department for professional development for 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 are substance use and abuse (Ingoglia, 2020), anxiety and depression, suicide and prevention, anger and grief management, and access to counseling to overcome these issues also may need to be addressed. Historically, SED students have the least access to mental health services.

Goal 2, Action #6-- Unduplicated pupils have some of the highest high school dropout rates. In addition, chronic absenteeism contributes to students not graduating with a high school diploma with their class. In order to decrease chronic absenteeism, MCIA will create more opportunities for students and families to build stronger relationships with school staff. Efforts to increase home to school communication will

include opportunities for parents to participate in various advisory committees, and student recognition ceremonies. In a study led by James Banks, see attached, 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" to create greater connectedness to school and reduce absences. With 87% of MCIA students being SED, these opportunities are vital to addressing learning gaps to minimize factors that contribute to poor attendance.

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 stakeholders. These contributing actions are principally directed toward our 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. We 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. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique site-wide action. These actions and services are being performed on a schoolwide basis in order to increased their overall efficiency and effectiveness.

## Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|
| $632,961.00 | $35,000.00 | | $306,605.00 | $974,566.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---|---|---|
| Totals: | $651,015.00 | $323,551.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | English Learners<br>Foster Youth<br>Low Income | Use i-Ready Assessments to measure grade-level proficiency in ELA and Math. | $182,902.00 | | | $25,277.00 | $208,179.00 |
| 1 | 2 | All | Use i-Ready Assessments to measure grade-level proficiency in ELA and Math | | | | $99,200.00 | $99,200.00 |
| 1 | 3 | English Learners<br>Foster Youth<br>Low Income | Use i-Ready Assessments to measure grade-level proficiency in ELA and Math | $15,920.00 | | | | $15,920.00 |
| 1 | 4 | All | Use LAS Links and i-Ready to increase EL Student Reclassification | | | | $108,946.00 | $108,946.00 |
| 1 | 5 | All | Professional Development for Certificated and Classified Instructional Staff | $1,000.00 | | | $70,182.00 | $71,182.00 |
| 1 | 6 | All | Providing Instruction and Instructional Materials to Increase Student Achievement in ELA and Math | $219,017.00 | | | | $219,017.00 |
| 1 | 7 | Low Income | Provide Instruction and Instructional Materials to Increase SED Student Achievement in ELA | $2,000.00 | | | | $2,000.00 |
| 1 | 8 | All | Provide and Purchase Accelerated Reader Program | $10,000.00 | $35,000.00 | | | $45,000.00 |
| 1 | 9 | All | Retain Highly Effective Teachers | | | | | |
| 1 | 10 | Low Income | Provide Technology Access for SED Students | $11,580.00 | | | | $11,580.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 11 | Low Income | Maintain Low Student to Teacher Ratio by Adding a Teacher | $116,694.00 | | | | $116,694.00 |
| 2 | 1 | Low Income | Provide external learning opportunities for students. | $11,000.00 | | | | $11,000.00 |
| 2 | 2 | All | Provide Student/Parent Transportation Assistance | | | | $500.00 | $500.00 |
| 2 | 3 | Low Income | Provide Social-Emotional Learning Services | $13,900.00 | | | | $13,900.00 |
| 2 | 4 | All | Host Annual School Events | $600.00 | | | | $600.00 |
| 2 | 5 | All | Maintain School Facilities | $44,648.00 | | | | $44,648.00 |
| 2 | 6 | Foster Youth<br>Low Income | Decrease Chronic Absenteeism | $1,500.00 | | | | $1,500.00 |
| 2 | 7 | All | Maintain a Safe School Environment | | | | | |
| 2 | 8 | All | Maintain Suspension Rate | | | | | |
| 2 | 9 | All | Increase Attendance Rate | $1,200.00 | | | | $1,200.00 |
| 3 | 1 | All | Documenting School to Home Communication | | | | | |
| 3 | 2 | All | Increase Attendance of Parents and Guardians to School Events | $1,000.00 | | | | $1,000.00 |
| 3 | 3 | All | Promote School Communication with Families | | | | $2,500.00 | $2,500.00 |
| 3 | 4 | All | Increase feedback from Parents of EL Students | | | | | |

## Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|---|---|---|
| **Total:** | $355,496.00 | $380,773.00 |
| **LEA-wide Total:** | $0.00 | $0.00 |
| **Limited Total:** | $0.00 | $0.00 |
| **Schoolwide Total:** | $355,496.00 | $380,773.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| **1** | **1** | Use i-Ready Assessments to measure grade-level proficiency in ELA and Math. | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $182,902.00 | $208,179.00 |
| **1** | **3** | Use i-Ready Assessments to measure grade-level proficiency in ELA and Math | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $15,920.00 | $15,920.00 |
| **1** | **7** | Provide Instruction and Instructional Materials to Increase SED Student Achievement in ELA | Schoolwide | Low Income | | $2,000.00 | $2,000.00 |
| **1** | **10** | Provide Technology Access for SED Students | Schoolwide | Low Income | | $11,580.00 | $11,580.00 |
| **1** | **11** | Maintain Low Student to Teacher Ratio by Adding a Teacher | Schoolwide | Low Income | | $116,694.00 | $116,694.00 |
| **2** | **1** | Provide external learning opportunities for students. | Schoolwide | Low Income | | $11,000.00 | $11,000.00 |
| **2** | **3** | Provide Social-Emotional Learning Services | Schoolwide | Low Income | | $13,900.00 | $13,900.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| **2** | **6** | Decrease Chronic Absenteeism | Schoolwide | Foster Youth<br>Low Income | | | $1,500.00 |

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|---|---|---|---|---|---|
| | | | | | |

| Totals: | Planned Expenditure Total | Estimated Actual Total |
|---|---|---|
| Totals: | | |

# Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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* 52064(b)(4-6)).

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

**Prompt 2**: "A summary of the feedback provided by specific stakeholder groups."

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

**Prompt 3**: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

***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 2020–2021 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**. |

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the 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).

***Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:*** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

***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.**

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% 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% 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%:*** For school districts with an unduplicated pupil percentage of 55% 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%:*** For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

# Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved**: 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 K-5), 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”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **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).
- **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.

| MCIA LCAP Parent Survey (3/19/2021) | Returned – 32 /64 = 50% (4 = In Spanish) |
|---|---|
| 1) Completed survey through Parent Square | 5/64 = 8% |
| 2) My child attends MCIA | 32/ 64 = 50% |
| 3) I Identify most closely with: | White / Non Hispanic – 18/32 = 56%<br>Hispanic or Latino – 2/32 = 6%<br>White, non-hispanic – 7/32 = 22%<br>Two or more races – 3/32 = 9%<br>Prefer not to answer – 1/32 = 3% |
| 4) My child participates in the following: | None of the above – 16/32 = 50%<br>English Learner – 6/32 = 19%<br>Not sure – 4/32 = 13%<br>Free and reduced – 2/32 = 6%<br>Special Education Services – 3/32 = 19% |
| 5) The staff at my school build a trusting and respectful relationship with families. | Strongly Agree – 14/32 = 44%<br>Agree – 16/32 = 50%<br>Neither Agree or Disagree – 1/32 = 3%<br>Strongly Agree – 1/32 = 3% |
| 6) My Child's school has created a welcoming environment for all families. | Strongly Agree – 15/32 = 47%<br>Agree – 16/32 = 50%<br>Neither Agree or Disagree – 1/32 = 3% |
| 7) The staff at my child's school is interested in each family's strength, culture, languages and goals for their children. | Strongly Agree – 14/32 = 44%<br>Agree – 15/32 = 47%<br>Neither Agree or Disagree – 2/32 6%<br>Strongly Agree – 1/32 = 3% |
| 8) My child's school supports multiple opportunities to engage in understandable and accessible 2 way communication between family and educators. | Strongly Agree – 14/32 = 44%<br>Agree – 17 / 32 = 53%<br>Neither Agree or Disagree – 1/32 3% |
| 9) My child's school provides families with information and resources to support student learning at home. | Strongly Agree – 17/32 = 53%<br>Agree – 13/32 = 41%<br>Neither Agree and Disagree – 2/32 = 6% |
| 10) 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 outcomes. | Strongly Agree – 17/32 = 53%<br>Agree – 14/32 = 44%<br>Neither Agree or Disagree – 1/32 = 3% |
| 11) My Child's school helps families to understand and exercise their legal rights and advocate for their own students and all students, | Strongly Agree – 12/32 = 38%<br>Agree –15/32 = 47%<br>Neither Agree or Disagree – 4/32 = 13%<br>Disagree – 1/32 = 3% |
| 12) My child's school helps build and supports capacity of family members to successfully engage in advisory groups (School Site Council – SSC, English Learners Advisory Committees – ELAC, Parent Advisory, PAC and decision making process | Strongly Agree -11/32 = 34%<br>Agree – 14/32 = 44%<br>Neither Agree or Disagree – 6/32 = 19%<br>Strongly Disagree – 1/32 = |
| 13) My Child's School provides opportunities to have families work together to plan, design, implement and evaluate family engagement activities at school and district levels. | Strongly Agree -12/32 = 38%<br>Agree – 14/32 = 44%<br>Neither Agree or Disagree – 4/32 = 13%<br>Disagree – 1/32 = 3%<br>Strongly Disagree = 1/32 = 3% |
| 14) This school promotes academic success for all students. | Strongly Agree -12/32 = 38%<br>Agree – 17/32 = 53%<br>Neither Agree or Disagree – 2/32= 6%<br>Disagree – 1/32 = 3%<br>Strongly Disagree – 1/32 = 3% |

| | |
|---|---|
| 15) Teachers are able to meet the English Learner needs at my school | Strongly Agree – 12/32 = 38%<br>Agree – 14/32 = 44%<br>Neither Agree or Disagree – 5/32 = 16%<br>Strongly Disagree – 1/32 = 3% |
| 16) At my school, mu children learn skills that will help them in life | Strongly Agree – 14/32 = 44%<br>Agree – 15/32 = 47%<br>Neither Agree or Disagree – 2/32 = 6%<br>Strongly Disagree – 1/32 = 3% |
| 17) School Staff take parent concerns seriously | Strongly Agree - 15/32 = 47%<br>Agree – 14/32 = 44%<br>Neither Agree or Disagree – 3/32 = 9% |
| 18) Staff members at this school communicate well with the parents of this school. | Strongly Agree – 11/32 = 34%<br>Agree – 14/32 = 44%<br>Neither Agree or Disagree – 5/32 = 16%<br>Disagree – 1/32 = 3%<br>Strongly Disagree – 1/32 = 3% |
| 19) My child feels safe at this school. | Strongly Agree – 14/32 = 44%<br>Agree – 13/32 = 41%<br>Neither Agree or Disagree – 3/32 = 9%<br>Disagree – 1/32 = 3%<br>Strongly Disagree – 1/32 = 3% |
| 20) Teachers at this school are fair and have effective Conflict resolution skills to manage student issues. | Strongly Agree – 10/32 = 31%<br>Agree – 17/32 = 53%<br>Neither Agree or Disagree – 3/32 = 9%<br>Disagree = 2/32 = 6% |
| 21) This school has clean, well maintained facilities | Strongly Agree – 17/32 = 53%<br>Agree – 10/32 = 31%<br>Neither Agree or Disagree – 4/32 = 13%<br>Strongly Disagree – 1/32 = 3% |
| 22) Teachers at this school are well-qualified to teach my children? | Strongly Agree – 15/32 = 47%<br>Agree – 14/32 = 44%<br>Neither Agree or Disagree – 1/32 = 3%<br>Disagree – 1/32 = 3%<br>Strongly Disagree – 1/32 = 3% |
| 23) In what events have you participated in the last 3 years? | Parent Conferences = 25<br>Open House = 16<br>Back to School =12<br>Student of the Month Awards = 7<br>Parent Nights = 4<br>Family Appreciation Week = 3<br>Sports / SSC / Coffee with the Principal = 2 each<br>RTG / Career Tech Expo / District Advisory = 1 each |
| 24) I would like to see parent workshops in the following areas: | Homework help - 14<br>Healthy Lifestyles - 7<br>Math - 7<br>Social Emotional Support - 6<br>Self advocacy - 4<br>Parenting – 4<br>Nutrition - 4<br>Using Technology – 3<br>Early Childhood - 2<br>ESL – 2<br>Community resource connection – 1 |
| 25) My child participates in the CTE pathways: | Does not participate in CTE – 32 |

| | |
|---|---|
| 26) I would like to see my child participate in the following CTE pathways | My Child is not interested in participating in CTE - 7<br>Child Development - 5<br>Construction –5<br>Digital Media and Graphic design - 4<br>Medical - 4<br>Cosmetology - 3<br>Criminal Justice – 3<br>Fire Fighting – 3<br>Careers in Education - 3<br>Welding – 3<br>Culinary Arts – 1 |
| Additional Comments: | I have no comments to say. I am very appreciated with this school. |

| MCIA – LCAP STUDENT Surveys (3/19/21) | Returned – 30/64 = 44% (2 in Spanish) |
|---|---|
| 1) I attend MCIA | 30/64 = 44% |
| 2) My grade level is: | K – 4<br>1st – 3<br>2nd – 1<br>3rd – 4<br>4th – 3<br>5th – 2<br>6th – 3<br>7th – 3<br>8th – 7 |
| 3) I Identify most closely with: | Hispanic or Latino = 17/30 = 57%<br>White / Non Hispanic –5/30 = 17%<br>Two or more races – 3/30 = 10%<br>American Indian / Alaskan Native – 2/30 = 7%<br>Prefer not to answer -2/30 = 7% |
| 4) I participate in the following: | None of the programs = 16/30 = 53%<br>English Learner – 6/30 = 20%<br>Not sure – 5/30 = 17%<br>Free and reduced –2/30 = 7%<br>Special Education Services – 1/30 = 3% |
| 5) I feel safe at my school | Strongly Agree – 11/30 = 17%<br>Agree – 17/30 = 57%<br>Neutral – 1/30 = 3%<br>Disagree –1 /30 = 3% |
| 6) I feel like I am part of my school | Strongly Agree – 9/30 = 30%<br>Agree – 12/30= 40%<br>Neutral – 9/30 = 30% |
| 7) Teachers at my school want students to succeed. | Strongly Agree – 15/30 = 50%<br>Agree – 14/30 = 47%<br>Neutral - 1/30 = 3% |
| 8) Teachers at my school give me enough time to finish my schoolwork / homework. | Strongly Agree – 10/30 = 33%<br>Agree – 13/30 = 43%<br>Neutral - 5/30 = 17%<br>Strongly Disagree - 2/30 = 7% |
| 9) I get excited to learn. | Strongly Agree – 9/30 = 30%<br>Agree – 9/30 = 30%<br>Neutral - 12/30 = 40% |
| 10) I would like more help with my schoolwork / homework. | Strongly Agree – 4/30 = 13%<br>Agree –8/30 = 27%<br>Neutral -16/30 = 53%<br>Disagree – 1/30 = 3%<br>Strongly Disagree – 1/30 = 3% |
| 11) I get to work in groups with a partner in class | Strongly Agree – 1/30= 3%<br>Agree – 8/30 = 27%<br>Neutral – 9/30 = 30%<br>Disagree – 8/30 = 27%<br>Strongly Disagree –4/30 = 13% |
| 12) At my school, I learn skills that help me in life. | Strongly Agree – 8/30 = 27%<br>Agree –14/30 = 47%<br>Neutral - 8/30 = 27% |
| 13) My teachers talk to my parents on a regular basis. | Strongly Agree – 10/30 = 33%<br>Agree – 14/30 = 47%<br>Neutral - 4/30 = 13%<br>Disagree –2/30 = 7% |

| | |
|---|---|
| 14) My parents participate in school events | Strongly Agree – 4/30 = 13%<br>Agree – 12/30 = 40%<br>Neutral -10/30 = 33%<br>Disagree –3/30 = 10%<br>Strongly Disagree – 1/30 = 3% |
| 15) My teachers are very knowledgeable of the subject they teach. | Strongly Agree – 10/30 = 33%<br>Agree – 19/30 = 63%<br>Neutral – 1/30 = 3% |
| 16) My teachers explain lessons in a way that I understand. | Strongly Agree – 9/30 = 30%<br>Agree – 17/30 =57%<br>Neutral - 4/30 = 13% |
| 17) I plan on attending college or some other school (trade school / technical school) after high school. | Strongly Agree –14/30 = 47%<br>Agree –15/30= 50%<br>Neutral – 1/30 = 3%<br>Disagree –2/30 = 7% |
| 18) My school makes it clear how students are expected to act. | Strongly Agree – 10/30 = 33%<br>Agree – 16/30 = 53%<br>Neutral - 4/30 = 13% |
| 19) The teachers or adults at my school care about me. | Strongly Agree – 12/30 = 40%<br>Agree – 16/30 = 53%<br>Neutral - 2/30 = 7% |
| 20) The teachers or adults at my school treat students fairly. | Strongly Agree – 10/30 = 33%<br>Agree – 16/30 = 53%<br>Neutral – 4/30 = 13% |
| 21) The schoolyard and buildings are clean. | Strongly Agree – 16/30 = 53%<br>Agree – 11/30 = 37%<br>Neutral - 3/30 = 10% |
| 22) My parents feel welcome to participate at my school. | Strongly Agree – 12/30 = 40%<br>Agree – 14/30 = 47%<br>Neutral – 4/30 = 13% |
| 23) I am happy to be at my school. | Strongly Agree – 25/30 = 83%<br>Agree – 3/30 = 10%<br>Neutral – 2/30 = 7% |
| **English Learner Program Target Questions** | *MCIA has 8 EL students |
| 24) I receive the support I need from teachers | Strongly Agree – 12/30 = 40%<br>Agree – 14/30 = 47%<br>Neutral – 4/30 = 13% |
| 25) I feel comfortable talking in English in my classes | Strongly Agree - 13/30 = 43%<br>Agree – 13/30 = 43%<br>Neutral - 4/30 = 13% |
| 26) I feel comfortable reading and writing in my classes. | Strongly Agree – 14/30 = 47%<br>Agree – 9/30 = 30%<br>Neutral – 6/30 = 20%<br>Disagree – 1/30 = 3% |
| 27) I am confident that I will improve in my classes. | Strongly Agree – 14/30 = 47%<br>Agree – 9/30 = 30%<br>Neutral - 7/30 = 23% |
| 28) Please share any additional comments that will help you be more successful in school. | • You are welcome. I think they should expand the front office.<br>• I do not want to go to school.<br>• I feel like I am already successful in school. Thanks to the teachers at my school for helping me grow successful in my school. Home schooling had made a big change in my life, Thanks to everyone of them. |

| | |
|---|---|
| | • I feel some new things that will help us be more successful is if they teach us more aldut (adult) things because that will mature us in school as well. |
| 29) I participate in the following CTE courses at my school. | I not do participate in CTE – 30/30 = 100% |
| 30) I would like to participate in the following CTE courses | I am not interested in participating in CTE -7<br>Medical Careers - 5<br>Child Development - 4<br>Fire Fighting - 3<br>Criminal Justice – 3<br>Cosmetology - 2<br>Digital Media - 2<br>Careers in Education -1<br>Construction – 1<br>Culinary arts - 1<br>Welding – 1 |

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Goal 1: Through highly qualified staff, students will achieve higher levels of learning to prepare them to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>CTE courses will be offered to MCIA students.<br>**19-20**<br>MCIA students will be college and career ready by completing work that will place them at grade level proficiency.<br>**Baseline**<br>N/A | Discontinued - CTE courses are not available to PreK-8th grade students. |
| **Metric/Indicator**<br>Through Odysseyware or other resources, credit- deficient students will recover credits to be able to graduate.<br>**19-20**<br>MCIA students will be college and career ready by completing work that will place them at grade level proficiency.<br>**Baseline**<br>N/A | Discontinued. MCIA is currently enrolling students in grades PreK-8th, so credit recovery does not apply. MCSOS staff worked directly with teachers to align curriculum to CCSS, provide strategies to increase student achievement in the areas of reading and writing, and to support all students to become grade-level proficient. Teachers also shared effective strategies during PLC/TLCs throughout the school year. Students in need of additional support were able to access cohort and teacher office hours beyond their required instructional time. |
| **Metric/Indicator**<br>Increase the number of reclassified EL students upon the completion of an alternative assessment. | Purchased and utilized LAS Links ELD practice and intervention/assessment online program for English Language Learners. An exam was given to all students as a best-practice |

| Expected | Actual |
| --- | --- |
| **19-20**<br>Increase reclassification by developing or purchasing an assessment to be used to satisfy reclassification criteria 4.<br>**Baseline**<br>Establish baseline after completion of alternative assessment (LAS Links) | indicator of the four domains, which mirrors the ELPAC Summative Assessment in Reading, Writing, Listening and Speaking. In addition, i-Ready was also used as a second indicator and provided prescriptive lessons to support EL students. |
| **Metric/Indicator**<br>All teachers will continue to access professional development through internal and external agencies<br>**19-20**<br>100% of teachers will have professional development on Common Core State Standards<br>**Baseline**<br>100% of teachers receive professional development annually | All CAES teachers participated in Professional Growth and Development opportunities to improve their knowledge and skills in best instructional practices and delivery of curriculum in alignment with common core state standards. PDs are held every Friday from 7:30-8:45 a.m. and have included the following topics: Technology Integration, ELD standards and alignment, ELA standards and alignment, i-Ready Online formative, summative and intervention, LAS Links, CDE resources, Curriculum development, and data analysis of student achievement data, and Social-Emotional supports for all students and staff. |
| **Metric/Indicator**<br>CAASPP Scores<br>**19-20**<br>Increase the percent of students achieving a score of standard met or higher in ELA to 15%<br>**Baseline**<br>2018 CAASPP Scores | Due to the COVID-19 Pandemic, 2019-20 CAASPP Summative Assessments were not taken. However, MCIA students grade K-8 did take a pre-diagnostic and mid-term formative assessment in ELA using the i-Ready program. |
| **Metric/Indicator**<br>Increase student performance on the Math CAASPP assessment<br>**19-20**<br>Increase the percent of students achieving a score of standard met or higher to 5% in Math.<br>**Baseline**<br>2018 CAASPP Scores | Due to the COVID-19 Pandemic, 2019-20 CAASPP Summative Assessments were not taken. However, MCIA students grade K-8 did take a pre-diagnostic and mid-term formative assessment in Math using the i-Ready program. |
| **Metric/Indicator** | Due to the COVID-19 Pandemic, 2019-20 CAASPP Summative Assessments were not taken. However, EL students grade K-8 |

| Expected | Actual |
| --- | --- |
| Increase student performance on the CAASPP ELA and Math assessments for EL students.<br>**19-20**<br>Increase the percentage of student achieving a score of standard met or higher to 15% for ELA and 5% for Math<br>**Baseline**<br>Increase the percentage of student achieving a score of standard met or higher to 15% for ELA and 5% for Math | did take a pre-diagnostic and mid-term formative assessment in Math and ELA using the i-Ready program. |
| **Metric/Indicator**<br>All students will receive standards-based instruction and instructional materials.<br>**19-20**<br>100%<br>**Baseline**<br>100% of students receive standards-based instruction and instructional materials. | 100% of MCIA students received standards-based instruction and instructional materials. |
| **Metric/Indicator**<br>All students will be taught be appropriately credentialed teachers.<br>**19-20**<br>100%<br>**Baseline**<br>100% of students are taught by appropriately credentialed teachers. | 100% of MCIA students were taught by appropriately credentialed teachers. |
| **Metric/Indicator**<br>Access to a broad course of studies.<br>**19-20**<br>100%<br>**Baseline**<br>100% | 100% of MCIA students had access to a broad course of study. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| MCIA students will be college and career ready by completing assignments that will place them at grade level proficiency. | 1.1 - Services LCFF Base $6,000 | 5000-5999: Services And Other Operating Expenditures LCFF Base $6,000 |
| MCIA will provide support for EL students and professional develop in best practices will be provided to all staff. | 1.2 - Salaries & Benefits LCFF Supplemental and Concentration $6,100 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $5,400 |
| | Salaries & Benefits LCFF Supplemental and Concentration $1,300 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $1,350 |
| | Services LCFF Supplemental and Concentration $14,000 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $14,752 |
| 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. | 1.3 - Salaries & Benefits LCFF Base $11,800 | 1000-1999: Certificated Personnel Salaries LCFF Base $49,200 |
| | Services LCFF Base $1,500 | 1000-1999: Certificated Personnel Salaries LCFF Base $3,700 |
| 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. | 1.4 - Salaries & Benefits LCFF Base $5,700 | 1000-1999: Certificated Personnel Salaries LCFF Base $5,700 |
| | Training & Services LCFF Base $14,000 | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $14,000 |
| | Services 4000-4999: Books And Supplies CSI Grant $172,000 | 4000-4999: Books And Supplies CSI Grant $95,397 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| MCIA administration will ensure all students are provided with needed technology resources to maximize learning. | 1.5 - Salaries & Benefits LCFF Base $3,000 | 1000-1999: Certificated Personnel Salaries LCFF 0 |
| 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. | 1.6 - Salaries & Benefits LCFF Base $7,100<br><br>Salaries & Benefits LCFF Supplemental and Concentration $41,100 | 1000-1999: Certificated Personnel Salaries LCFF Base $7,100<br><br>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $41,100 |
| MCIA will continue to recruit and retain appropriately credentialed teachers. | 1.7- Salaries & Benefits LCFF Base $179,400<br><br>Salaries & Benefits LCFF Supplemental and Concentration $103,900 | 1000-1999: Certificated Personnel Salaries LCFF Base $187,663<br><br>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $125,144 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

1.3 = Overspent $39,600 (Staff time was underestimated)
1.4 = Underspent $76,603 (Remainder of 2019-20 CSI funding carried forward to 2020-21 school year due to COVID-19 school closure)
1.5 = Underspent $3,000 (MCIA received Chromebooks from state during COVID-19 school closure)
1.7 = Overspent $29,507 (Budgeted expenditure was an underestimation of salary and benefits)

Due to the COVID-19 Pandemic, funds budgeted for actions/services that were not implemented in 2019-20, will be used to support all students, including unduplicated, families, teachers, and staff in the 2021-22 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Several actions/services were implemented to mitigate the impact of COVID-19, that were not part of the 2019-20 LCAP. These included the addition of 1:1 technology to ensure MCIA students had a greater ability to navigate through the new GO Math Curriculum and i-Ready assessments and intervention lessons. When COVID-19 stopped MCIA and other schools from in-person learning, MCIA students (including unduplicated students) had the advantage of having been already in possession of these devices, which supported them in the Distance Learning Model. Funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, were used to support: students, families, teachers and unduplicated students with the hardware and connectivity they needed to access daily instruction, appropriate training and professional development for all staff to support the social-emotional needs of all students and the addition of ParentSquare, to provide outreach, communication and engagement for the MCIA community, in both English and Spanish.

There were several challenges in achieving the goals for Action #1, student achievement. These included:

1) MCIA became a PreK-8th grade program exclusively in 2018-19, which required a shift in resources and staff to serve the needs of this student population.
2) With the AB 93 policies implemented, focus on instruction followed a Distance Learning Model, which students and staff had never attempted in a pandemic situation.
3) Based on 2018-19 CAASPP and i-Ready results, student achievement at MCIA remains the #1 priority for student success in CORE subject areas of ELD,  ELA and Math.

Successes in achieving Goal #1:

1) Students and staff were equipped with 1:1 Chromebook laptops and Verizon hotspots to allow teaches to teach and students to learn in a Distance-learning model.
2) To better support students, MCIA Staff were provided extensive professional growth in the area of ELD, Technology usage and integration, SEL and Distance Learning Model.
3)  MCIA teachers were given Friday PLC times (7:30 - 9:00 a.m.) to collaborate and disaggregate i-Ready data to help drive instruction and focus on targeted interventions.

An analysis of the overall effectiveness of actions/services to achieve Goal #1 reveals that the initial Actions written into the MCIA LCAP required modification to address its actions specifically to a Prek-8 student body. Also, as unduplicated MCIA students were not able to attend in-person instruction from 3/15/20 - 4/6/21, they were able to remain connected to their teachers via a Distance Learning Model. Because all MCIA students were configured into classes with a seat-time model, students received direct instruction from a credentialed teacher, who was also able to provide differentiated instruction and interventions within the same instructional day, to address subskill weaknesses based on the diagnostic results from their i-Ready score.

# Goal 2

Goal 2: MCIA will provide resources and services to improve the social and emotional wellbeing of each student to provide a safe learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>MCIA will provide opportunities for all students to enhance their educational experience and develop a sense of belonging.<br>**19-20**<br>All students will have opportunity to participate.<br>**Baseline**<br>To be established | Outside of COVID-19 restrictions, opportunities for all educational experiences were made available for all MCIA students. |
| **Metric/Indicator**<br>MCIA will provide transportation to students in need of public transportation<br>**19-20**<br>Maintain or increase the number of students that are provided transportation.<br>**Baseline**<br>All students that need transportation. | Due to the Distance Learning Model implemented during the COVID-19 Pandemic, no MCIA students requested MAX passes. |
| **Metric/Indicator**<br>All students who are parenting teens, foster youth and/or homeless will have the opportunity to receive counseling. | Even during the COVID-19 pandemic and implementation of the Distance Learning Model, CAES Counselors and School Psychologist continued to provide support and resources for Foster Youth, Teen parents and Homeless students. |

| Expected | Actual |
| --- | --- |
| **19-20**<br>Maintain 100% of students receiving counseling services<br>**Baseline**<br>100% of parenting teens, foster youth and/or homeless students received counseling services | |
| **Metric/Indicator**<br>MCIA will hold two school events for all students to participate in order to build a sense of school pride and belonging.<br>**19-20**<br>Two school events<br>**Baseline**<br>Two school events | MCIA planned and scheduled two events this year, however, Open house and Parent Appreciation Day were cancelled due to the COVID-19 Pandemic. |
| **Metric/Indicator**<br>Update and maintain the annual facilities inspection and repairs.<br>**19-20**<br>Good Repair<br>**Baseline**<br>Facilities Inspection Tool (FIT); Score equals Good Repair | Based on the FIT report of October 2020, MCIA was rated "Under Good Repair and Well maintained." |
| **Metric/Indicator**<br>MCIA will reduce the number of students who are identified as chronic absenteeism<br>**19-20**<br>Reduce chronic absenteeism to under 50%<br>**Baseline**<br>Establish baseline | Even though daily student attendance was taken, Chronic Absenteeism was not recorded on the California School Dashboard for 2019-20. |
| **Metric/Indicator**<br>MCIA will conduct an annual climate survey to meet local indicator<br>**19-20**<br>Maintain 90% of students feeling safe at school Maintain 90% of students feeling staff cares about them | An annual survey was conducted in the Spring of 2020 and the goal was met. |

| Expected | Actual |
|---|---|
| **Baseline**<br>Conduct the survey | |
| **Metric/Indicator**<br>Suspension rate<br>**19-20**<br>Maintain 0% suspension rate<br>**Baseline**<br>Established at 0% of students suspended (17 - 18) | MCIA had no suspensions (3-8th grade) for the 2019-20 school year. |
| **Metric/Indicator**<br>Attendance Rate<br>**19-20**<br>Seat time attendance of 85%<br>**Baseline**<br>Seat time attendance at 80.9% (2017) | MCIA Weekly average attendance dropped from an average of 85.7% to 79.2% in 2019-20. |
| **Metric/Indicator**<br>Drop Out rate<br>**19-20**<br>Currently serving students in grades PreK through 8.<br>**Baseline**<br>14% (2017) | Student PreK - 8th are not permitted to drop out of school. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Teachers will seek out meaningful extended learning opportunities that include field trips to enhance the learning occurring at the school site. | 2.1 - Travel & Services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $5,000 | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $4,879 |
| To help ensure safe arrival to and from school MCIA will provide students with tickets for local transportation as needed. | 2.2 - Travel & Services 5000-5999: Services And Other | 5000-5999: Services And Other Operating Expenditures LCFF |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | Operating Expenditures LCFF Supplemental and Concentration $200 | Supplemental and Concentration $200 |
| MCIA will provide supplemental services to pregnant parenting, homeless, and foster youth students. Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies to facilitate students accessing services. Additional resources will contribute to students emotional well-being. | 2.3 - Salaries & Benefits 3000-3999: Employee Benefits LCFF Base $6,100 | 1000-1999: Certificated Personnel Salaries LCFF Base $6,100 |
| | Salaries & Benefits LCFF Supplemental and Concentration $3,800 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $3,800 |
| | Salaries & Benefits $8600 Inc in 1.6 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $8,600 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0 |
| | Supplies LCFF Supplemental and Concentration $500 | 4000-4999: Books And Supplies LCFF Supplemental and Concentration |
| MCIA will coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services. | 2.4 - Salaries & Benefits (Inc in 1.6 & 2.3) LCFF Base $6,100 | 1000-1999: Certificated Personnel Salaries LCFF Base $6,100 |
| | Salaries & Benefits (Inc in 1.6 & 2.3) LCFF Supplemental and Concentration $41,100 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $42,100 |
| MCIA will hold two school events for all students to participate in order to build a sense of school pride and belonging. | 2.5 - Service & Supplies LCFF Base $1,200 | 1000-1999: Certificated Personnel Salaries LCFF Base $1,200 |
| MCIA will provide and maintain a safe, clean, and quality learning facilities for students and staff. | 2.6 - Services & Supplies LCFF Base $102,100 | 5000-5999: Services And Other Operating Expenditures LCFF Base $118,000 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | Services & Suplies LCFF Supplemental and Concentration $59,200 | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $59,200 |
| | Salaries & Benefits LCFF Base $18,500 | LCFF Base $12,400 |
| | Salaries & Benefits LCFF Supplemental and Concentration $10,700 | LCFF Supplemental and Concentration $10,700 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

As MCIA's goal #2 actions and services were implemented to mitigate learning loss, this was not written in the 2019-20 MCIA LCAP. As a result, additional Social-Emotional support and training for staff and students, virtual teacher "office hours" provided for parents and students to contact teachers during the day for questions, if additional student support was necessary, Personal Protection Equipment (PPE) for students (and parents entering the MCIA site) when student were given the option to attend school in person on 4/6/21.

2.3 = Underspent $6,500 (Due to COVID-19 school closure)
2.6 = Overspent $9,000 (Increased cost to maintain MCIA facility during the school year)

Due to the COVID-19 Pandemic, funds budgeted for actions/services that were not implemented in 2019-20, will be used to support students, families, teachers, and staff in the 2021-22 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges in achieving Goal #2:
1) With COVID-19, students were not able to attend in-person awards assemblies. However, students were recognized for their academic, attendance and achievements with certificates.
2) While attendance rates dropped in the 2019-20 school year, the attendance for the 2020-21 school year recovered to approximately 85% under the Distance Learning Model.

3) While survey results were quite favorable and positive in rankings, they remain low in overall percentage (50%) for MCIA parent input.
4) Due to COVID-19, Parents and students were not able to attend in-person community events.

Successes in achieving this Goal #2
1) Suspension rates remained at 0%.
2) Parent surveys show that 97% of parents feel their students feel safe at MCIA.
3) MCIA Facilities remained in good repair and had the PPE necessary for students to return of 4/6/21.

Additional services to achieve this goal, that were not implemented, due to COVID-19, included social-emotional (SEL) support and training for staff and students, virtual teacher "office hours" provided for parents and students to contact teachers during the day for questions and additional student support was necessary, Personal Protection Equipment (PPE) for students (and parents entering the site) when students were given the option to attend school in person on 4/6/21.

# Goal 3

Goal 3: MCIA will encourage greater stakeholder participation and input by developing meaningful relationships with parents and families.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Teachers and staff will maintain a call log for communication with parents/families.<br>**19-20**<br>100% will maintain a call log for communication with parents/families.<br>**Baseline**<br>Establish baseline | 100% of MCIA teachers maintained a contact log in Power school for communication with parents of families. |
| **Metric/Indicator**<br>Parents will be invited to attend more school events by mailers and personal phone calls home.<br>**19-20**<br>Maintain or increase the number of school events for parents to attend<br>**Baseline**<br>One event Fall Semester One event Spring Semester | The Spring 2020 event was cancelled due to the COVID-19 Pandemic. |
| **Metric/Indicator**<br>Teachers and staff will make positive parent contacts regarding students to share positive behaviors and/or academic gains. | Teachers maintained regular contact with parents regarding academic progress, SEL and positive behavior. |

| Expected | Actual |
|---|---|
| **19-20**<br>Teachers and staff will call a minimum of three parents per month regarding students to share positive behaviors and/or academic gains<br>**Baseline**<br>Establish baseline | |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 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. | 3.1 - Salaries & Benefits (Inc in 1.6) LCFF Base $9,400<br>Services LCFF Base $1,000<br>Salaries & Benefits (Inc in 1.6) LCFF Base $7,100 | 1000-1999: Certificated Personnel Salaries LCFF Base $7,800<br>5000-5999: Services And Other Operating Expenditures LCFF Base $1,200<br>3000-3999: Employee Benefits LCFF Base $7,100 |
| 3.2 - The unduplicated student population has some of the lowest parent participation rates of parent involvement. To address these needs, the LEA will provide classes and workshops, open house and family events to increase opportunities for involvement. | 3.2 - Salaries & Benefits (Inc in 1.6) LCFF Base $9,400<br>Supplies LCFF Base $4,000<br>Salaries & Benefits (Inc in 1.6) LCFF Base $7,100<br>Services LCFF Base $2,000 | 3000-3999: Employee Benefits LCFF Base $8,600<br>4000-4999: Books And Supplies LCFF Base $2,000<br>2000-2999: Classified Personnel Salaries LCFF Base $6,900<br>5000-5999: Services And Other Operating Expenditures LCFF Base $1,200 |
| MCIA will provide opportunities for parent input through surveys and participation informal and informal advisory committees, including Site Council, ELAC and other school engagement meetings. This will increase parent involvement for unduplicated student population. | 3.3 - Salaries & Benefits (Inc in 1.6) LCFF Base $3,900 | 1000-1999: Certificated Personnel Salaries LCFF Base $3,200 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

3.1 = Overspent $2,400 (Actual cost greater than budgeted amount)
3.2 = Underspent $3,800 (All in-person community events cancelled due to COVID-19)
3.3 = Underspent $700 (Not all parent outreach opportunities conducted due to COVID-19)

All funds budgeted for actions and services were allocated to achieve Goal #3 to support, students (including unduplicated students) families, teachers and staff in the following ways Actions and services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP included, but were not limited to, the Parent Square application to communicate more effectively with the MCIA community, the addition of Zoom on the student Chromebook laptops and utilizing the Call Logs in PowerSchool, to provide daily entrees accessible to teachers, site administrators and academic counselors. These services enhanced support for the program by providing a better platform for parents to be informed of special announcements, school events, schedule changes, upcoming community input opportunities and direct communication with the teacher; all without relying the on making of phone calls. Installing the Zoom feature on school-issues devices allowed students to meet with their teachers in a virtual learning environment as well as teachers being able to meet with parents for Parent-Teacher conferences. Finally, MCIA teachers were better equipped in recording their interactions with students and parents during their learning day by documenting all interactions into the PowerSchool database. This provided easy access for teachers, site leaders and counselors.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The challenges for the MCIA program to achieve Goal #3 include: In person SSC / ELAC participation and stakeholder input being difficult at the end of the year with the COVID-19 shutdown. In-person community events were either postponed indefinitely or cancelled due to the COVID-19 pandemic and in-person parent workshops were cancelled during the Spring of 2020 due to the COVID-19 pandemic.

The successes of the MCIA program in achieving Goal #3 include: the transition from call logs to documentation in ParentSquare in recording at a Program-level database. Also, as discussion for 1:1 devices had been initiated at the end of the 2019-20 school year, the transition to Distance Learning was in motion and rolled out easily to accommodate student learning needs and parents were invited to attend virtual workshops and trainings via Zoom to mitigate the in-person opportunity for community training and input. The overall effectiveness of actions of these services provided to achieve goal were significant in that, even through parents and students were not on campus the majority of the 2020-21 school year, the remained in close contact with their instructors via Zoom.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

# In-Person Instructional Offerings

## Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Three teachers, new laptops, chromebooks, hotspots, new online software, | $314,272 | $279,919 | No |
| Online assessment, i-Ready, LAS Links, GO Math, SAVVAS Learning and Accelerated Reader (AR) to measure academic growth and support language and math proficiency. | $45,000 | $32,036 | No<br>Yes |
| Maintain a stock of PPE, including, hand sanitizer, cleaning wipes, Vindicator spray, face masks, and face shields to minimize risk of COVID-19 infection. | $18,000 | $23,219 | No |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The substantive differences between the planned actions and/or budgeted expenditures for in-person instruction (and what was implemented and/or expended on the actions) included the cost of three teachers, student laptops, hotspots and new online software (- $34,353) online assessments: i-Ready and LAS Links, GO Math, SAVVAS Learning and Accelerated Reader (AR) to measure academic growth and support language and Math proficiency (-$12,964) and maintaining a stock of PPE (+5,219) including, hand sanitizer, cleaning wipes, vindicator spray, face masks, and face shields, to maintain the highest level of safety for staff and students. Planned actions for all students receiving in-person instruction, will be included in the 2021 school year, with the roll-over of these supplemental and concentration funds, for the 2021-22 school year.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

There were many challenges and successes in implementing in-person instruction in the 2020-21 school year. Madera County was not cleared for in-person (Red tier) instruction until April 6th, 2021. But, prior to this, both teachers and students implemented the

Distance Learning Model and were provided with technology and Wifi hotspots for connectivity to enable this to occur effectively. While this distance learning model was put into place, maintaining a schedule for students to adhere to meeting their teachers via Zoom proved both challenging and very rewarding. Some students, who enjoyed the distance learning model, were very comfortable with the format of being in a 1:1 teacher to student ratio or small group Zoom setting. Other students were initially quite shy and reserved about being the only student in the virtual class as well communicating via camera with their teacher. When students were cleared to attend in person on 4/6/21, Successes included CAES leadership sending to parents, an online and paper-copy survey to determine how many students would return and how MCIA would prepare for their return. Initially, parents expressed concern and only 20-25% stated they would sent their children back for in-person learning. To date, that percentage has risen slightly to 35%; even with the clearance from CDC, Madera County Health and MCSOS regarding safety guidelines. MCIA students who have returned since 4/6/21, enjoy seeing and being taught by their teacher, as indicated in their attendance rates. MCIA looks forward to having all students attend in-person in the Fall 2021.

# Distance Learning Program

## Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Professional development for teachers and staff on effective distance learning practices. | $3,600 | $2,800 | Yes |
| Teachers will have block classes twice a week to provide additional support to all students, as survey data demonstrates a need for more instructional time on a weekly basis. | $5,600 | $5,600 | Yes |
| Create 7,8 cohort for classroom instruction via videoconferencing twice a week, in addition to individual one-hour appointments. | $5,600 | $5,600 | Yes |
| i-Ready and LAS Links, along with other digital software to support distance learning. | $8,200 | $8,500 | Yes |
| Upgraded technology for teachers, including laptops, second monitor, stylus, wireless headsets and mice. | $5,400 | $6,400 | Yes |
| Training and workshops for parents on distance learning demands on families and increasing technology skills to support student learning. | $6,000 | $1,500 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no major substantive differences between the planned actions and budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions. This included:$800 less for professional development, a slight increase of $300 for digital software, a $1,000 increase for teacher technology. However, the greatest difference was the actual expenditures for parent training workshops being at $4,500 under budget due primarily to the pandemic and inability to host in-person events. These remaining funds will be rolled into the 2021-22 supplemental and concentration funds.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Although there were many challenges during the 2020-21 school year, MCIA students and staff persevered with success in implementing the following elements into the distance learning program. For continuity of instruction, MCIA maintained a 1:1 device

program during the COVID -19 pandemic. This allowed students to access content remotely. In regards to access to devices and connectivity, all students continued to be supported academically with their 1:1 devices (Chromebooks) and Verizon Hotspots for Wifi connectivity. To address pupil participation and progress, teachers and students adapted to the distance learning model by maintaining weekly classes in small cohorts and ATT appointments, that focused attention on social-emotional learning (SEL) guided instruction, on-line expectations and ongoing assessments. For support in distance learning, professional development, the CAES division of MCSOS provided ongoing Professional Growth and Development in the areas of SEL, ELA, ELD, Technology integration and student supports. To maintain staff roles and responsibilities, all staff were required to adhere to scheduled work hours, whether at home or on site, and ATT appointments for students, via a Zoom format. In-person instruction resumed on 4/6/21 with approximately 20-30% of all students returning to school in person. By May, 2021, approximately 70% of all students remained online with the teacher of record on-site for instruction. Finally, to address the support for pupils with unique needs (IEPs, #504's, Speech, etc.) all services were provided in compliance with California Educational Code and SELPA laws. Local data and stakeholder input were both integrated into the analysis of the effectiveness of the distance learning program.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Increasing classroom cohorts for grades 7-8. | $5,600 | $0 | Yes |
| 1:1 device program with WIFI hotspots as needed. | $4,500 | $6,800 | Yes |
| Digital software, including i-Ready and LAS Links, to provide data an learning loss and growth for all students. | $42,000 | $38,000 | Yes |
| Training on Social-Emotional learning and trauma informed practices for all teachers, staff, and administrators. | $10,000 | $3,000 | Yes |
| Training on administering state assessments. | $500 | $500 | No |
| Academic counselors to provide parent/care-giver workshops in English and Spanish on issues related to pupil learning loss and distance learning requirements. | $15,779 | $14,800 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were two major substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions. The two greatest areas of actual estimated expenditures being utilized less were Trauma informed training and the increase in cost for technology. The primary differences for these two amounts was the inability to host any In-person Professional Growth and Development training ($7,000) and the additional need for computer software either being already in place ($4,000) for the school year or reduced in price due to renewal fees. These funds will be rolled over to the 2021-22 school year in the supplemental and concentration budget, to serve the needs of all unduplicated pupils.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Some of the challenges presented in Pupil Learning Loss for the 2020-21 school year included student attendance and participation rates during the Distance Learning Model. After over a year of distance learning via Zoom, attendance rates dropped significantly from an average of 85.4% on a weekly basis to about 75% absenteeism rate. As teachers made numerous attempts to contact students via

Zoom, phone and/or Parent Square, students missing consecutive appointments reached an all-time high in the MCIA program. To combat this, MCIA conducted weekly Zoom lessons and documented attendance of student interaction to ensure that students SEL and academic needs were met as a high priority. Students were also invited to attend content specific intervention times that were open throughout the day and week. Finally, parents were invited to attend Parent/Teacher conferences in the Spring of 2021. After 4/6/21, Madera County received clearance from the CDC and Madera County Health, to allow students to return to in-person learning. Prior to this notification of clearance, a parent survey was sent out to inquire how many parents were interested in sending their students back to school for in-person learning. Approximately 40% of all parents agreed to and sent students back to school with the necessary precautions with PPE, masks, temperature checks, plexiglass partitions and required distances of 3' between students and 6' between adults and students.

In analyzing the effectiveness of efforts to address Pupil Learning Loss, there is recognition that students who were struggling prior to the pandemic, showed similar patterns of attendance during the COVID-19 closure. Lost learning included students falling behind in assignments, failure to attend weekly lessons and pick up or submit work or engagement records on a weekly basis, were the two primary issues with our pupils. In meeting with these students via Zoom or conducting home visits, students stated their lack of motivation stemmed from having to meet virtually instead of in person, not adhering to a daily schedule, as parents were either away at work or not being supervised like in a traditional school day, as they were prior to COVID. Teachers noted that students who had good study habits, good to basic parental supports, an established schedule and most importantly, a trusting and respectful relationship with their teacher, did much better and were motivated to be successful, compete their assignments and demonstrate mastery learning. Additional efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, are discussed by staff and leadership in weekly PLCs, to address specifically. the needs of these unduplicated students, based on attendance, academic progress, participation and success rates.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

There were many challenges and successes in monitoring and supporting mental health for social and emotional well-being in the 2020-21 school year. To begin, social-emotional learning (SEL) was the forefront of our Distance Learning model. All teachers and support staff were trained at the beginning of the pandemic with very focused professional growth and development in SEL. The appropriate literature provided to the CAES division was "The Distance Learning Playbook" by Hattie, Fisher and Frey. With this guidebook and training, teachers were better equipped to support students during these challenging times where students were isolated socially, unable to attend school in person, interact with friends or be engaged educationally where student-teacher interaction is a critical component to student achievement. To ensure students' SEL needs were met, teachers dedicated the first 10 minutes of their ATT appointments to "check in" with how students were coping with these challenges. The ATT appointment then continued with academic instruction, assessment/data review, and finished with a frontload for the next appointment. Students remained in contact with their teachers and, on several occasions, reached out beyond their scheduled times to attend additional or extended time that day or during the open intervention times that teachers offered by content and in "open intervention" setting. Additional state and local data and stakeholder input helped tremendously in guiding this learning structure as parents expressed concern over students losing motivation during the pandemic and were excited to return, but reluctant to return 100% in-person with apprehensions of having students be in small cohorts or be in near proximity with other students. These concerns were addressed in frequent contact parents and community via ParentSquare, in English and Spanish, to inform parents of MCIA/CAES/ MCSOS safety quidelines that students and staff would follow in 2020-21 and during the reopening on 4/6/21.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

There have been many challenges and successes this year in implementing pupil and family engagement and outreach in the 2020-21 school year. The primary challenge this year from years prior, was the digital format of Zoom for student instruction. Prior to the COVID-19 shut down on March 13, 2020, students were not equipped with 1:1 devices and adequate connectivity for proper long-distance instruction. Based on the MCIA parent survey results in the Spring of 2020, the need for WiFi, Chromebooks, or both, was made very apparent. As a result, new Chromebook laptops and Verizon hotspots were purchase and issued to students, based on need, to ensure that all students had the ability to receive instruction in a distance learning model. In reflecting on the school year 2020-21, while Distance learning training for teachers was provided, student engagement and participation results were mixed. Challenges included students not "zooming" in for their scheduled appointments on time, completion and submission of assigned work and/or maintaining with fidelity, the submission of Daily Engagement Activity Records of "Green Sheets." Successes from the 2020-21 school year included a higher outreach for parent engagement through Parent-Teacher conferences in the Spring of 2021, "Coffee with the Principal" and the adoption and utilization of Parent Square.  By far the greatest parent engagement success came from the scheduled Parent/Teacher conferences, where parents were invited to attend a short conference with their child's teacher during their scheduled ATT meeting. During this conference, parents and teachers were able to discuss their child's SEL needs, academic

progress, attendance and any additional concerns. The outcome of the conferences was to strengthen our school and community partnership and maintain a positive outreach with our students and families during the pandemic. Bilingual services were also provided in Spanish for our Spanish-speaking community members and all CAES families were notified by the recent addition of Parent Square in both English and Spanish. Students who continue to struggle  or not meet the academic requirements or continue to struggle instructionally, are supported with tiered reengagement strategies after being absent from distance learning. These tiers include a basic universal intervention of weekly, if not daily check-ins with students, by the teacher, to ensure they are completing assignments on a regularly scheduled basis. Students who fail this criteria a bound by the CAES 3-step protocol (BP 5220) which has student maintain weekly engagement, receive a truancy letter if behind 10 more days, and meet with the Program Director is they exceed 15 absences. At this meeting, it is determined by the Site Leader, parent and or student, it the program is a good fit for the student or if they are to be returned to their home school of residence. Students are also assessed academically an through the ability to maintain their studies. Students who continue to struggle may be referred to a Student Study Team (SST) to determine if there are other factors that are affecting the  child's progress, and may require additional assessment for a possible section #504 or Special Education services.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Meals were provided by MUSD at designated times, sites and days. MCIA students and parents were able to access meals by picking up breakfast and lunches at these sites. This information was shared with all MCIA parents and community members via school websites, ParentSquare in English and Spanish and home mailers.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|---|
| | | | | |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

From the distance learning and in-person models used at MCIA in 2020-21, the challenges and successes of distance learning and the return to in-person learning, during the COVID-19 pandemic, informed greatly, the development of the goals and actions for the 2021–24 LCAP. As part of this analysis, MCIA utilized its ongoing response to the COVID-19 pandemic to ensure that health and safety considerations were of highest priority to students returning to school in the Fall of 2021. During the distance learning model of 2019-20, students were monitored academically, socially-emotionally and for attendance and will continue to be for the upcoming school year, to ensure higher engagement, attendance and academic success. As a result, goals and actions were specified to meet the needs of all students returning to in-person instruction in the Fall of 2021. Finally, as indicated from local indicators, engagement remains a high priority for MCIA, as this area has proven traditionally low in the program.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To address pupil learning loss, MCIA will include in the 2021-24 LCAP, the following best practices, programs and interventions. Similar to the 4/6/21 start, in-person learning is scheduled to continue the Fall of 2021. For this start, social-emotional supports will be provided for all pupils; particularly those with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.) 1:1 student technology will also be continued for the 2021-22 school year to allow all students to access content through technology-driven instruction and have an accessible mode of Zoom communication if necessary. i-Ready and LAS links will be utilized as local indicators to addressed in the 2021–24 LCAP, to diagnose loss learning, utilize the data from these formative assessments and provide appropriate accelerated interventions for students who are behind in grade level.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Descriptions of the substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. Because of the COVID-19 pandemic, all actions and services could not be fulfilled and therefore, supplemental and concentration funds will roll over into next year's budget to serve the needs of unduplicated pupils.  MCIA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-person Instruction, distance learning program, learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this overall analysis.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

From the 2019-20 MCIA LCAP and 2020-21 Learning Continuity and Attendance Plan, an analysis and reflection on how student outcomes have informed the development of the 2021-22 through 23-24 LCAP, is presented as follows: With extensive stakeholder input, and a modification of the MCIA program to serve PreK-8th grades, Goals #1-3 were modified to the following: 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. 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. MCIA staff will have greater stakeholder participation and input by developing and fostering meaningful parent and family relationships Because 2019-20 CAASPP summative assessment and dashboard data were not available to support in the decision making process for the 2020-21 schoolyear, the shift to i-Ready, as a local indicator, serves as a diagnostic, progress monitor and summative assessment, became our primary growth indicator. MCIA 3rd - 8th grade students were still required to take the 2020-21 CAASPP summative assessments, to assist in providing baseline data for the writing of the 2021-23 LCAP. Based on MCIA's CAASPP results from 2018-19 in ELA and Math, these CORE areas, including ELD, will continue to be a focus of instructional development for staff professional growth and training for the 2021-22 school year. With the Distance Learning Model being implemented in the LCP of 2020-21, MCIA will continue to provide 1:1 technology and connectivity to students to ensure students are successful academically for the School 2021-22. Additional Social-Emotional supports and training will continue to be provided to address the needs of students and staff as students transition back to a 100% in-person learning model for the school year 2021-22. Parent engagement and community partnerships will also be a continued focus and reflection of improvement as MCIA struggles in maintaining high rates of parent participation and community involvement. Finally pupil learning loss will continue to be assessed and addressed in the 2021–24 LCAP, particularly for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness) with Madera County interagency collaboration, continued monitoring of student academic progress and attendance monitoring, SEL supports from CAES counselors and homeless the CAES liaison academic interventions based on interim i-Ready diagnostic assessments and regularly scheduled SSTs, IEPs and Section #504's.

# Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.*

# Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

# Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

# Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

## Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

## Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

## Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

# Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

# Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

# Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

# Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

# Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

# Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

| Total Expenditures by Funding Source | | |
|---|---|---|
| **Funding Source** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Funding Sources | 873,900.00 | 859,185.00 |
| CSI Grant | 172,000.00 | 95,397.00 |
| LCFF | 0.00 | 0.00 |
| LCFF Base | 406,400.00 | 441,163.00 |
| LCFF Supplemental and Concentration | 295,500.00 | 322,625.00 |
| | 0.00 | $4,879.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type | | |
|---|---|---|
| **Object Type** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Expenditure Types | 873,900.00 | 859,185.00 |
| | 682,000.00 | 23,100.00 |
| 1000-1999: Certificated Personnel Salaries | 8,600.00 | 511,409.00 |
| 2000-2999: Classified Personnel Salaries | 0.00 | 6,900.00 |
| 3000-3999: Employee Benefits | 6,100.00 | 15,700.00 |
| 4000-4999: Books And Supplies | 172,000.00 | 97,397.00 |
| 5000-5999: Services And Other Operating Expenditures | 5,200.00 | 204,679.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source | | | |
|---|---|---|---|
| **Object Type** | **Funding Source** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Expenditure Types | All Funding Sources | 873,900.00 | 859,185.00 |
| | LCFF Base | 400,300.00 | 12,400.00 |
| | LCFF Supplemental and Concentration | 281,700.00 | 10,700.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Base | 0.00 | 277,763.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental and Concentration | 8,600.00 | 233,646.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Base | 0.00 | 6,900.00 |
| 3000-3999: Employee Benefits | LCFF Base | 6,100.00 | 15,700.00 |
| 4000-4999: Books And Supplies | CSI Grant | 172,000.00 | 95,397.00 |
| 4000-4999: Books And Supplies | LCFF Base | 0.00 | 2,000.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Base | 0.00 | 126,400.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental and Concentration | 5,200.00 | 78,279.00 |
| | | 0.00 | 4,879.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Goal | | |
|---|---|---|
| **Goal** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| **Goal 1** | 566,900.00 | 556,506.00 |
| **Goal 2** | 263,100.00 | 264,679.00 |
| **Goal 3** | 43,900.00 | 38,000.00 |

* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

| Total Expenditures by Offering/Program | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $377,272.00 | $335,174.00 |
| **Distance Learning Program** | $34,400.00 | $30,400.00 |
| **Pupil Learning Loss** | $78,379.00 | $63,100.00 |
| **Additional Actions and Plan Requirements** | N/A | |
| **All Expenditures in Learning Continuity and Attendance Plan** | $490,051.00 | $428,674.00 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $332,272.00 | $303,138.00 |
| **Distance Learning Program** | | |
| **Pupil Learning Loss** | $500.00 | $500.00 |
| **Additional Actions and Plan Requirements** | | |
| **All Expenditures in Learning Continuity and Attendance Plan** | $377,772.00 | $335,674.00 |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $45,000.00 | $32,036.00 |
| **Distance Learning Program** | $34,400.00 | $30,400.00 |
| **Pupil Learning Loss** | $77,879.00 | $62,600.00 |
| **Additional Actions and Plan Requirements** | | |
| **All Expenditures in Learning Continuity and Attendance Plan** | $157,279.00 | $125,036.00 |

# 2021-22 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<br>Position: Program Director - Career and Alternative Education Services<br>Email: hsanchez@mcsos.org<br>Phone: (559) 662-6211 |
| **Coming School Year:** | 2021-22 |
| **Current School Year:** | 2020-21 |

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

| Projected General Fund Revenue for the 2021-22 School Year | Amount |
|---|---|
| **Total LCFF Funds** | $696,771 |
| **LCFF Supplemental & Concentration Grants** | $166,562 |
| **All Other State Funds** | $57,486 |
| **All Local Funds** | $17,841 |
| **All federal funds** | $18,358 |
| **Total Projected Revenue** | $790,456 |

| Total Budgeted Expenditures for the 2021-22 School Year | Amount |
|---|---|
| **Total Budgeted General Fund Expenditures** | $1,032,585 |
| **Total Budgeted Expenditures in the LCAP** | $974,566 |
| **Total Budgeted Expenditures for High Needs Students in the LCAP** | $380,773 |
| **Expenditures not in the LCAP** | $58,019 |

| Expenditures for High Needs Students in the 2020-21 School Year | Amount |
|---|---|
| **Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan** | $245,757 |
| **Actual Expenditures for High Needs Students in Learning Continuity Plan** | $255,864 |

| Funds for High Needs Students | Amount |
|---|---|
| **2021-22 Difference in Projected Funds and Budgeted Expenditures** | $214,211 |
| **2020-21 Difference in Budgeted and Actual Expenditures** | $10,107 |

| 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 $1,032,585 and of the total $58,019 is not included due to general operations of charter, such as expenditures including, 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: 2021-22

LEA contact information:

Mr. Hugo Sanchez

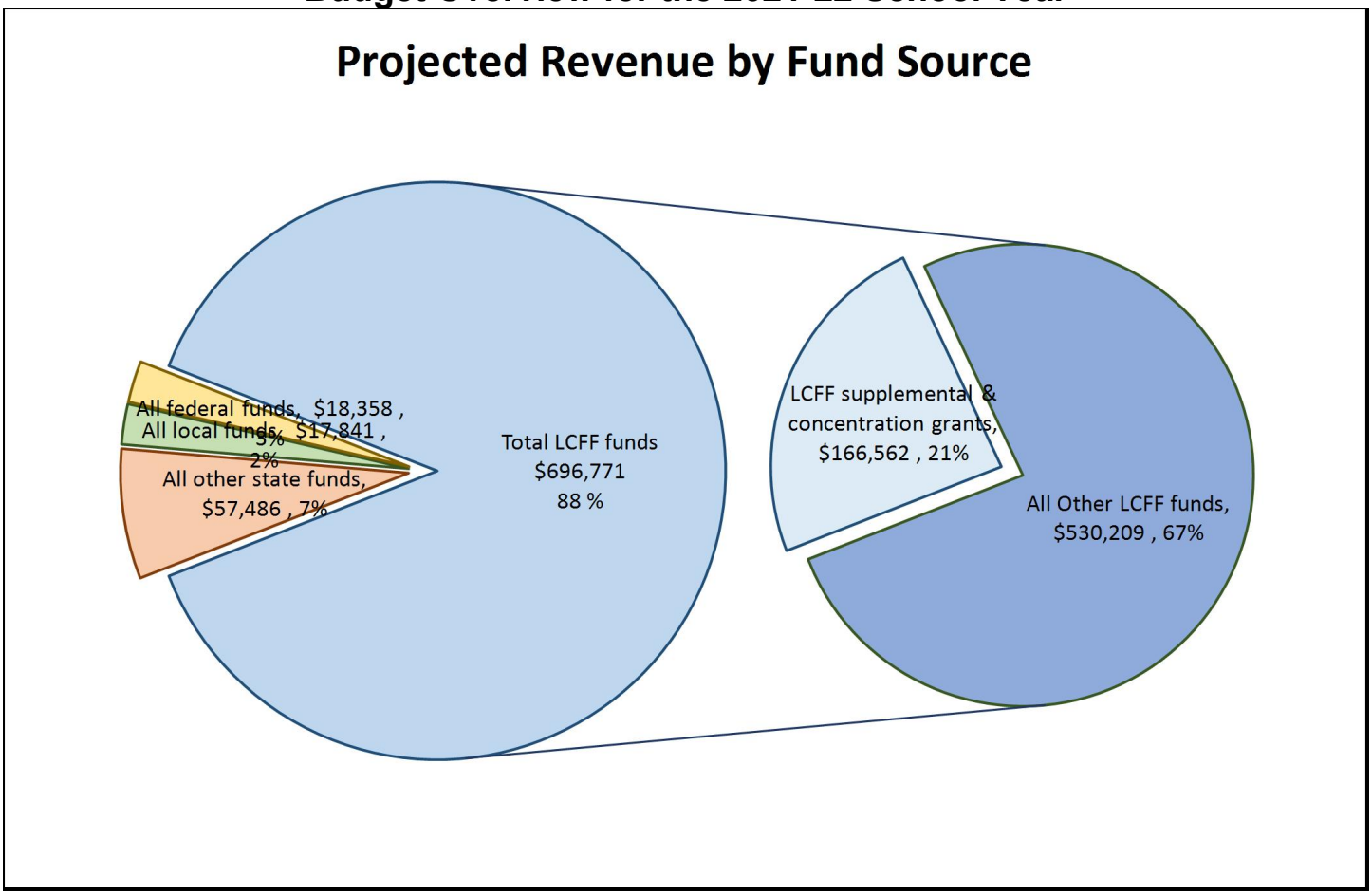
Program Director - Career and Alternative Education Services

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 2021-22 School Year



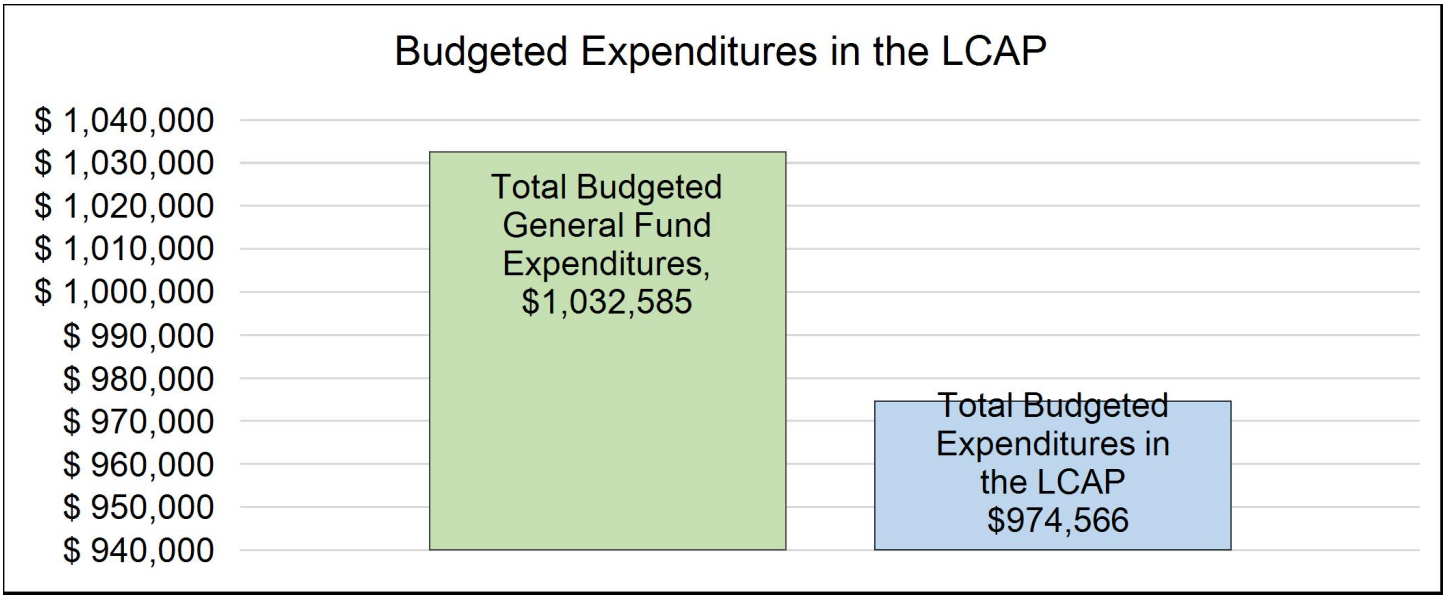

This chart shows the total general purpose revenue Madera County Independent Academy - MCIA expects to receive in the coming year from all sources.

The total revenue projected for Madera County Independent Academy - MCIA is $790,456, of which $696,771 is Local Control Funding Formula (LCFF), $57,486 is other state funds, $17,841 is local funds,

and $18,358 is federal funds.  Of the $696,771 in LCFF Funds, $166,562 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.




This chart provides a quick summary of how much Madera County Independent Academy - MCIA plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Madera County Independent Academy - MCIA plans to spend $1,032,585 for the 2021-22 school year. Of that amount, $974,566 is tied to actions/services in the LCAP and $58,019 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

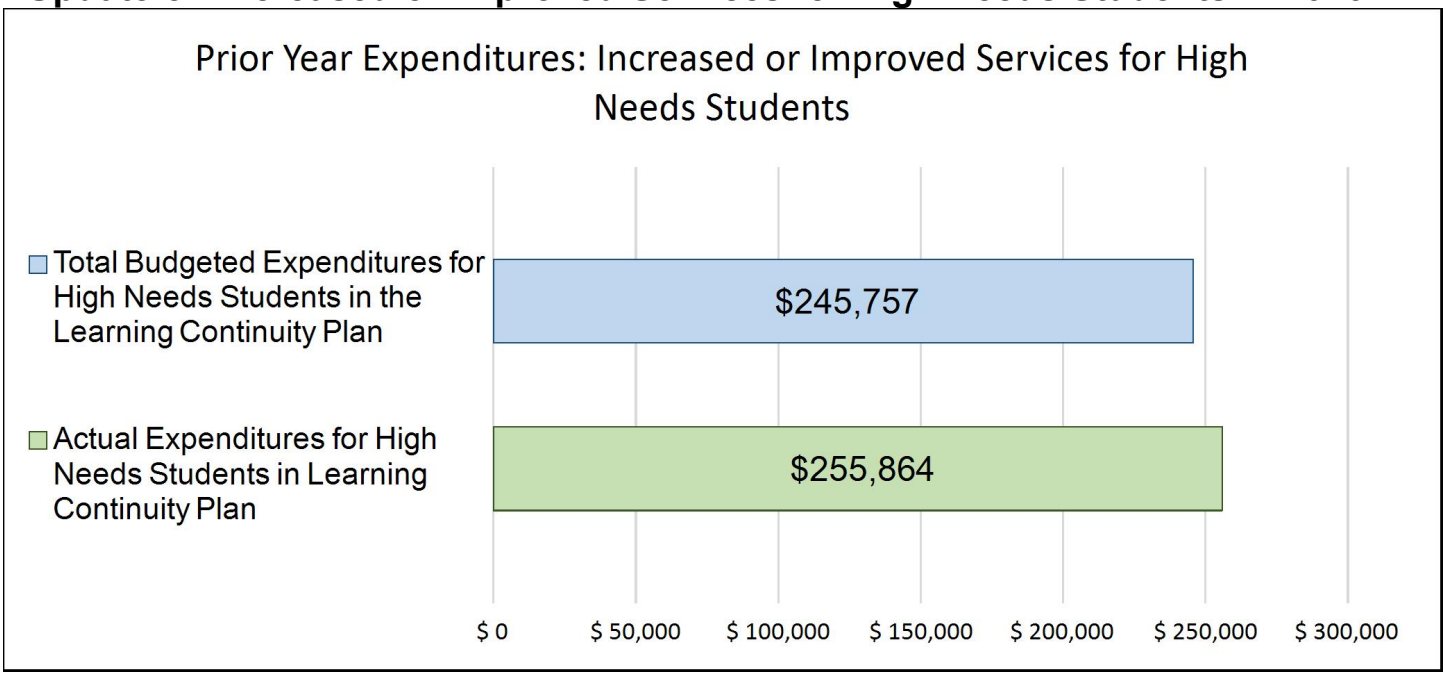
Total General Fund Budget is $1,032,585 and of the total $58,019 is not included due to general operations of charter, such as expenditures including, but not limited to, annual building rental fee, daily expenses of office and classroom supplies. Fiscal and Operations/Facilities costs were not included.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Madera County Independent Academy - MCIA is projecting it will receive $166,562 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 $380,773 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 2020-21




This chart compares what Madera County Independent Academy - MCIA budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Madera County Independent Academy - MCIA's Learning Continuity Plan budgeted $245,757 for planned actions to increase or improve services for high needs students. Madera County Independent Academy - MCIA actually spent $255,864 for actions to increase or improve services for high needs students in 2020-21.