Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Madera County Independent Academy is a charter school authorized by the Madera County Board of Education. The school is located in the city of Madera, and serves grades K-12, however, only students in grades K - 8 are served at the site this year. MCIA serves high risk 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. In addition to meeting with their instructor one day per week K - 3 students are enrolled in a seat time class twice a week to provide greater opportunities to develop academic and social-emotional skills. Students have the option of taking part of their curriculum or their entire curriculum through an online program.

According to the 2017-18 SARC 25.7% of the students are English Learners with Spanish being their first language. The student body is 77% Hispanic, 13% white, and 10% Native American, African American, and other race or ethnicity. The majority of MCIA families would be placed in the group "socioeconomically disadvantaged" with 95% of our families qualifying for the National Lunch Program. Approximately 3% of the students enrolled in the MCIA program have identified special needs. The vast majority of these students enter the program with existing Individual Education Plans (IEP's). Service delivery models include one on one instruction, small group, and whole classroom instruction 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 85 students, compared to 300 last year at this time, but of these fewer than 40 were in grades K - 8. However, MCIA is not currently serving students in grades in 9 - 12. The key to the student success is the assignment of a certificated teacher who leads the students and parents through individualized curriculum and learning modes, and provides one on one site based instruction. This approach encourages students to be highly involved in their educational process, becoming self-motivated, competent lifelong learners. Students choose our program for a variety of reasons, including physical and emotional safety, family dynamics, discipline (expelled youth), or religious reasons. Although these students traditionally attended school 50%-60%, a key success of the program is students are now attending school 81% of the time. As of today, attendance for the year is at 91.5%

LCAP Highlights

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

The Madera County Independent Academy focuses on three major goals.
1. Through highly qualified staff, students will achieve higher levels of learning to prepare them to be college and career ready.
2. MCIA will provide resources and services to improve the social and emotional well-being of each student to provide a safe learning environment
3. MCIA will encourage greater stakeholder participation and input by developing meaningful relationships with parents and families

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

While MCIA is an alternative school (DASS), and does not qualify for scores on the California School Dashboard, MCIA did use the student scores on the Smarter Balanced State test to track growth and compare to other alternative schools with similar missions and demographics in the region. Students at MCIA improved ELA scores at level 3 (met standards) from 8% in 2016 to 10% in 2018 and improved ELA scores at level 2 (nearly met standards) from 35% in 2016 to 42% in 2017. The MCIA students improved Math scores at level 2 (nearly met standards) from 7% in 2016 to 12% in 2017.
With the changes to the students served, a classroom for students in grades K - 3 was established, and

allows students to receive additional supports to improve academic and social-emotional skills. The increase in students and families requesting independent studies as an educational option has required MCIA to increase academic supports beyond the minimum one hour per week appointments.
A positive school climate was reflected through a school climate survey conducted in the fall, where 89% of students surveyed reported the school was a safe place for them.
There were increased parent opportunities for involvement with family appreciation day, parent climate survey, School Site Council, LCAP Stakeholder meetings, and offering of parent workshops. Additionally, there were many conversations with parents from teachers, administrators, and counselors.
The seat time attendance rate increased to 91.5% in 2018-19 from 88.9% in 2017-18.
In an effort to continue to develop the literacy skills of all students, there were increased professional development opportunities from MCSOS staff, focusing on writing and reading strategies.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

While MCIA students did make some progress, the scores are still in need of improvement, especially in Math. In ELA, 14.9% of students Met Standard, but none of the students in 2018 reached level 3 (met standards) on the State test and only 17% reached level 2 (nearly met standards). This will be addressed through improved initial assessments, formative assessment, and continued professional development with the staff.

MCIA will need to address Chronic Absenteeism, which was 55.6%, but there was a decrease of 4.9% from the previous year. Absenteeism continues to be a concern for students will continue to be addressed through implementation of attendance policies and parent communication. With the changes in students enrolled, the chronic absenteeism will continue to decrease.

There is still a need to increase parent participation of formal site committees, but have already seen an increase in participation through parent surveys, school site council, school events, and stakeholder meetings.

MCIA continues to consider the need to improve student technology skills and integration of technology into the instructional program, and will be addressed with increased access to technology for students and additional professional development for staff.

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

According to the student group report for 2018, there were not any student groups that meet the

Performance Gap criteria. However, MCIA will continue to work to improve in all state indicators, and maintain "Blue" for Suspension Rate.

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.

None

Support for Identified Schools

Describe how the LEA supported 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.

N/A

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.

N/A

Annual Update

LCAP Year Reviewed:

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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: 2, 4, 5, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Action discontinued	Discontinued.
Discontinued	Discontinued.

Expected	Actual
Outcome delayed-Establish an alternative assessment to use along with the ELPAC to evaluate a students' readiness for reclassification	Additional assessments have been researched and reviewed upon recommendations of English Learners Network meetings held in Fresno County. Several districts with similar student demographics are using LAS Links to fulfill EL reclassification criteria. An assessment will be purchased to better support the needs of students in the specific domains assessed with ELPAC testing. The results will allow teachers to individualize lessons to supports areas that are challenging to students.
100% of teachers will have professional development on California State Standards	All teachers have received professional development on site, or through other educational entities.
Increase the percent of students achieving a score of standard met in ELA to 15%	17% of 7th and 8th graders Met Standard on the CAASPP for ELA.
Increase the percent of students achieving a score of standard met or higher to 5%	17% of 7th and 8th graders Met Standard on the CAASPP for ELA.
Increase the percent of students achieving a score of standard met or higher to 15% for ELA and 5% for Math	17% of 7th and 8th graders Met Standard on the CAASPP for ELA. In math, 0% of students Met Standard.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MCIA students will be college and career ready by completing work that will place them at grade level proficiency	With the changes in students enrolled at MCIA, the planned actions/services had greater relevance in previous years in getting students in grades 9 - 12 college and career ready. The three teachers at MCIA are worked diligently to increase students academic and social-emotional skills to be successful in any educational setting and develop a growth-mindset.	1.1 $6,000	1.1 $1,100

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

MCIA will provided support for EL students. Professional develop in best practices will be provided to all staff.	MCSOS staff worked directly with teachers to provide strategies to increase student achievement in the areas of reading and writing. Teachers also shared effective strategies during meetings throughout the school year. Students in need of additional support are able to come in beyond their required time to receive assistance from a teacher.	1.2 $700 $2600	1.2 $700 $2600

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Unchanged - Budget update only	MCIA teachers and administrators analyzed data and made recommendations to drive instruction. Teachers collaborated and shared findings with staff to highlight successes and deficiencies in the area of curriculum and standardized tests. Schoolwide assessments and curriculum are needed to continue to ensure students are developing academically.	1.3 $8,700	1.3 $9,200

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Unchanged - Budget update only	MCIA will provide opportunities for professional development for all staff. Scheduled staff meetings and designated professional development days were used to address best practices and collaborate on topics relevant to the needs of the MCIA staff and the needs of MCIA students. Teachers found professional development opportunities to address areas of individual growth. Content area specialists in ELA and Math from MCSOS provided professional development to improve instruction for all students.	1.4 $7,800 $20,500 $63,600	1.4 $21,300 $3700 $27,900

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Unchanged - Budget update only	Administration and staff reviewed curriculum to ensure that it promotes higher levels of learning and teachers are providing engaging rigorous lessons that incorporate the use of technology. MCIA administration ensured all students were provided with needed technology resources to maximize learning through the use of technology hubs and access to Chromebooks.	1.5 $4,000	1.5 $5,400

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Unchanged - Budget update only	Academic supports provided to students to assist them in developing academic skills that will prepare them for graduation. Supports included academic counseling services, field trips, and tutoring.	1.6 $123,600	1.6 $153,500

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Unchanged - Budget Update only	MCIA retained appropriately credentialed teachers.	1.7 $167,400	1.7 $226,800

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As an alternative school MCIA is not measured by the state indicators on the California School Dashboard, however student scores on the CAASPP show a need for improvement in both ELA and Math. In 2018, only 17% of students Met Standard on the ELA assessment and 0% of students in math. No EL students met standards in ELA or math. MCIA made improvements in the EL reclassification process, however no EL students were reclassified, since there is not an additional assessment in place to fulfill reclassification criteria.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Parent Liaison position was not hired during the year. Counselors and Counseling Assistant preformed actions listed instead of additional position.Planned internal contracts for AG Trainings were changed due to staffing availability and Software for curriculum and assessment was purchased during the year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Although progress was made with the re-writing of the EL Master Plan and having a common alternate assessment to be used for reclassifying students, the assessment has not been purchased. This additional assessment will meet the fourth criteria for reclassification of English Learners, and serve as a formative assessment to highlight areas of growth and needed supports. Professional development will be provided to all staff to improve EL student instruction.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

All students will have opportunity to participate.	MCIA has increased educational opportunities for students in grades K - 3, as part of their educational program is to attend school two additional days (2.5 hours per day) in addition to their individual appointments. These younger students are able to develop academically, socially, and emotionally in a a smaller classroom setting. Students who have had high rates of absenteeism attend school more often and make academic gains. All students have individual appointments where teachers are able to support them with content, and make adjustments to individualized learning goals on a weekly basis. Teachers planned field trips for students of all ages to allow access to learning beyond the classroom. Teachers incorporate supports to assist with the language demands of the curriculum. An RSP teacher provides additional support for students on an IEP as prescribed.
Maintain or increase the number of students that are provided transportation.	Currently, there are only two students requiring transportation, and a re provided with bus passes to access public transportation at no cost to the family. If there are more students needing these services, teachers, support staff, and administration make arrangements for these students.

Expected	Actual
Maintain 100% of students receiving counseling services.	Students and families are required to meet with academic counselors in order to register. This process allows counseling staff to make appropriate referrals for the student. All academic counselors are bilingual and are able to communicate clearly and effectively with families. In addition, MCIA has access to a school psychologist, who is also bilingual. There is a referral form teachers can access to refer students for mental health or academic services. Since students meet with teachers individually, teachers are able to know students better and conversations or changes in behavior suggesting interventions can quickly result in a referral. Furthermore, established networks with behavioral health and public health allow students to be referred to other agencies if needed.
Two school events	There are at least two school events held annually. There was already on in Fall 2018, and another is scheduled for the week of May 20 - 24, 2019.
Good Repair	The Facilities Inspection Tool (FIT), which is on file, shows it is in "Good Repair."
Baseline established in 2017-18 at 71% Reduce chronic absenteeism to under 50%	The baseline established in 17-18 included students in grades 9-12. Since 9 - 12 students are not currently being served at MCIA, a better baseline is 60.4%, but the most recent data on the Dashboard shows 55.6%, which is a decrease of 4.9%.

Expected	Actual
Baseline established in 2017-18 at 97% Maintain 90% of students feeling safe at school Maintain 90% of students feeling staff cares about them	89.3% of students stated feeling safe at school, and 10.7% stated they were not sure. No student stated they felt unsafe. 92.9% of students stated they felt respected by staff and teachers.
Maintain 0% suspension rate	0% of students were suspended.
Seat time attendance of 85%	Year to date attendance is at 91.5%.
Drop out rate under 15%	0%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Unchanged - Budget update only	Teachers took students on extended learning opportunities that including field trips to the zoo, and Making the Grade Event at Grizzly Stadium in Fresno to enhance the learning occurring at the school site.	2.1 $5,000	2.1 $500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Unchanged - Budget update only	To help ensure safe arrival to and from school MCIA provided students with tickets for local transportation as needed, and made arrangements with MUSD to allow students to ride the bus when necessary.	2.2 $200	2.2 $50

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Unchanged - Budget update only	MCIA provided supplemental services to homeless, and foster youth students. Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies facilitated students' accessing services. Additional resources contributed to students emotional well being.	2.3 $9,200 $500	2.3 $13,900 $600

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Unchanged - Budget update only	MCIA coordinated with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals were made for students in need of services.	2.4 $116,500	2.4 $130,100

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Unchanged -Budget update only	MCIA held two school events for all students to participate in order to build a sense of school pride and belonging. One even was held in the fall, and another week-long even was held in late spring to invite students and their families on to campus.	2.5 $1200	2.5 $700

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Unchanged -Budget update only	MCIA provided and maintained a safe, clean, and quality learning facilities for students and staff.	2.6 $35,100	2.6 $32,100

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The staff at MCIA has many programs in place to promote a committed, caring, and connected environment for students. Services for homeless and foster youth were provided in numerous areas under the direction of administration, and a school counselor (PPS), who also serves as the county liaison for foster youth students and regional activities. MCIA has a trained counseling staff, with counselor available daily, and a dedicated school counselor for foster youth students. Tickets for local public transportation are provided to make sure students have safe access to and from school. The staff does offer many extended learning opportunities to engage student in school. These activities included field trips, music performances, regional workshops, and college visits.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

There were many successes in school connectedness. MCIA provided a safe and clean school and students expressed high level of safety on school climate survey. Students were able to participate in numerous school activities and field trips. The seat time attendance percent increased from 80.9% in 2016-17 to 87.5% in 2017-18, and currently stands at 91.5%. There were strong counseling supports for students, including support from foster youth and Madera County public agencies. Pregnant and parenting teens had opportunity to attend county wide conference

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Parent Liaison position was not hired during the year. Counselors and Counseling Assistant preformed actions listed instead of additional position.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes.

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: 3, 4, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% will maintain a call log for communication with parents/families.	All teachers maintain a call log to document communication with parents/families. The use of Blackboard ConnectEd allows for communication with all families in English and Spanish. In addition, there is a sign-in sheet for school events.
Maintain or increase the number of school events for parents to attend.	The number of school events was maintained.
Teachers and staff will call a minimum of three parents per month regarding students to share positive behaviors and/or academic gains	Although some teachers make contact through various means, not all teachers are doing so on a consitent basis.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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. Bilingual services will be provided for parent meetings, including IEPs.	Parents of regular and special education students were kept informed on student progress in home language. Students and families received quarterly grade reports and semester report cards. Parents received Connect-Ed messages, additional phone calls if needed and parent conferences when appropriate, including bilingual services for meetings and IEPs. In the case of attendance problems parent were informed via truancy letters and follow up student/parent meetings.	3.1 $9,700	3.1 $9,800

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

The unduplicated student population has some of the lowest rates of parent involvement. To address their needs, the LEA will provide classes and workshops, open house, and family events to increase opportunities for involvement.	Parent engagement activities were aimed at increasing parent involvement for the families of unduplicated students. Parent grade level informational meetings were held to prepare students for high school. Parents participated in a Family Appreciation Day/ Open House, a week-long End of Year Student Celebration and workshops.	3.2 $5,300 $4000 $2000	3.2 $0 $4700 $400

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MCIA will provide opportunities for parent input through surveys and participation in formal and informal advisory committees, including Site Council, ELAC and other school engagement meetings. This will increase parent involvement for unduplicated student population	A LCAP parent survey was administered at the beginning of the year. In addition, there were several advisory meetings with parent participation, including, School Site Council, DELAC, and other engagement meetings. IEP meetings, teacher meetings, and counselor meetings also served as opportunities to gather parent input, which was shared to staff.	3.3 $3400	3.3 $4200

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Parents of all students, including regular and Special Education, were kept informed on student progress in home language of the family, including bilingual services for meetings and IEPs. In the case of attendance problems parents were informed via truancy letters and follow up student/parent meetings. Parent informational and stakeholder meetings were held to increase opportunities for the parents of unduplicated students to have input and become involved in school and the education of their child. An LCAP parent survey was administered, and meetings for preparing students for high school were held.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

MCIA increased parent participation for parents of unduplicated pupils by starting a parent and family appreciation day, and a school climate survey. The staff maintained contact with families on events and school attendance, and the seat time attendance percent increased to 91.5%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Parent Liaison position was not filled during the year so existing staffing covered the LCAP actions.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No Changes.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The involvement process for the 2019-20 LCAP occurred throughout the 2018-19 school year with the intent of purposeful engagement from numerous stakeholder groups. Information was disseminated and input gathered through various means. These various stakeholder groups included Madera Superintendent of Schools (MCSOS) staff comprised of administration, certificated staff, classified staff, and agency personnel, parents, students, and district administration. Meetings reviewed the requirements of the LCAP and the state's eight priorities and identified metrics. Goals and actions/services to be addressed during the 2018-19 school year were reviewed. Such discussions led to conversations of continued or new identified needs to be addressed through ongoing or revised actions/services in the coming years. The most current data in areas such as the number of at risk students obtaining diplomas, the number of credits recovered, the overall seat time, the overall in/out of school suspensions, and the increase in student involvement through specific activities were shared. This type of qualitative data is meaningful for the student population served by the Career and Alternative Educational Services
Division(CAES).
Specific meetings or activities held to receive input and to provide ongoing planning and collaboration included:
1. Stakeholder input meetings for MCSOS staff, including administration, certificated, classified, internal classified, confidential, and bargaining unit representatives were held. Parents were invited through Blackboard Connect and a mailer to participate in the Stakeholder meetings to get parent input. A MCSOS staff stakeholder meeting was held April 8, 2019. Additionally, on April 11, 2019 there was a Stakeholder meeting at MCIA, and another at PTC.
2. Parents and students were given a survey during the Fall semester to provide input on school climate and student services.
3. Parents were provided opportunities for input at each site's Open House Events and Parent Appreciation events.
4. Regular staff meetings were held by CAES administrators and staff. MCIA staff met for one hour each week throughout the year. PTC staff meetings were held on Fridays in the form of Professional Learning Communities or Teacher Lead Cohorts. Meetings for staff in the Cadet Academy and

Juvenile Hall were held on reduced days.
5. School Site Council Meetings were held at all sites and Site Plans were approved.
6. CAES counseling staff met twice a month with staff of the Madera Unified Alterative Education Placement Team (AEPT) to coordinate transition of students and discuss how Madera Unified and the Madera County Superintendent of Schools are meeting the needs of at risk students.
7. CAES administration met monthly with the Juvenile Justice Committee, a community committee under the direction of the County Probation Department, to discuss needs and services to students under the authority of the Madera County Probation Department.
8. MCSOS's Leadership Team meetings are held once a week and program outcomes, actions and services are discussed.
9. The Madera County Board of Education meetings provided monthly opportunities for board and community input. Budget and program updates were provided and any necessary revision or input was discussed in public session, including the following for the CAES Division; the approval of textbooks for alternative education schools on July 10 and September 11, the approval of the Annual Inspection Report for Juvenile Detention Facility and Juvenile Correctional Camp on November 13, the approval of the California Dashboard local indicator parent and student survey results on November 13, the presentation of student performance State data (CAASPP, absenteeism, suspensions and expulsions) on December 12, the approval of the Student Accountability Report Cards (SARC) on January 8.
10. Designated professional development meetings for CAES instructional staff and staff meetings focused on instructional strategies and improving student achievement
11. Monthly collaborative meetings were held to review services provided to Foster Youth (FY) with personnel from the following: MCSOS, Madera Unified School District (MUSD), Madera County Department of Social Services (DSS), Madera County Probation Department, Madera Community College Center. In addition, meetings are held quarterly with district FY liaisons to provide better coordination of FY services.
12. Student Leadership organizations at Pioneer Technical Center and Madera County Independent Academy provided input to school administration.
13. Information regarding Foster Youth programs and services to expelled youth was shared and discussed by the Madera County Superintendent of Schools, County Office staff, and district superintendents at the regularly scheduled Madera County superintendent meetings.
14. PTC's WASC review process was coordinated with LCAP development and provided staff opportunity for input in preparation for visits. Also, the WASC visit for Endeavor/Voyager allowed for stakeholder input and feedback from the committees.
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A Public Hearing for MCSOS's LCAP and budget was an agenda item for MCSOS's Board of Education meeting on June 12, 2018. Notice of the Public Hearing was published in the Madera Tribune. Any necessary revisions to the PTC draft LCAP will be made based upon public comment, parent input, or board of education response. Final adoption of the LCAP is scheduled for June 27, 2018, at the MCSOS Board of Education Meeting.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholders meetings and staff, student and parent input had the following impact in the development of the 2019-20 LCAP:
• There is a need for more opportunities for career exploration in the elementary grades; Reaching out to local businesses and local community colleges, students will broaden their knowledge of careers and academic pursuits coinciding with interests and personality types.
• Students have shown a high level of interest in seat time elective classes as part of their independent study program; appropriate electives will be explored.
• Parents have expressed strong support for the additional time independent students can spend at school working on their school work. CAES will be developing additional computer learning stations for students to use on campus and encourage students and families to access.
• Professional development has been conducted on state standards. However, there continues to be a need for training in the area of strategies for EL students. Designated reduced days, staff meetings, and workshops will continue to be used to engage teachers in best practices for all students.
• Additional time for teacher collaboration and coaching is needed. Common reduced days and staff meetings will be identified for these purposes. More training on use of project based learning was identified as an area of focus.
• Meaningful parent involvement continues to be an ongoing challenge. There are many factors that influence the families of at risk students' abilities to engage with their child's educational process and to be directly involved in the decision making. It has been determined there is more parent involvement when more personal and positive contacts are made with the parents. Additional processes will be adopted to enhance positive relationships between parents and the school.
• Provide more focused training on the use of technology in instruction. Students should have access to updated technology and be taught to use technology for educational purposes. Teachers should receive regular training on such things as the use of smart boards and specific instructional software programs to stay current with the ever-changing world of technology.
• Homeless youth are in need of basic necessities such as clothes, hygiene products, and access to local public transportation.
• Academic gaps in ELA and Math continue to be a priority

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

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: 2, 4, 5, 7, 8

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CTE courses will be offered to MCIA students.	Establish baseline	CTE courses will be offered to students through Odysseyware	Action discontinued	Action discontinued

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Through Odysseyware or other resources, credit-deficient students will recover credits to be able to graduate.	Establish baseline	Credit recovery will be offered to students through Odysseyware and other resources. Baseline will be established through graduation rate.	Discontinued	Discontinued. MCIA is currently enrolling students in grades K - 8, so credit recovery does not apply.
Increase the number of reclassified EL students upon the completion of an alternative assessment.	Establish baseline after completion of alternative assessment	Establish an alternative assessment to use along with the ELPAC to evaluate a students' readiness for reclassification	Outcome delayed- Establish an alternative assessment to use along with the ELPAC to evaluate a students' readiness for reclassification	Increase reclassification by developing or purchasing an assessment to be used to satisfy reclassification criteria 4.
All teachers will continue to access professional development through internal and external agencies	100 % of teachers receive professional development annually	Maintain the number of teachers accessing professional development	100% of teachers will have professional development on California State Standards	100% of teachers will have professional development on California State Standards

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase student performance on the CAASPP ELA assessment	2016 CAASPP Scores	Increase the number of students achieving a score of standard met or higher by 2%	Increase the percent of students achieving a score of standard met in ELA to 15%	Increase the percent of students achieving a score of standard met or higher in ELA to 15%
Increase student performance on the Math CAASPP assessment	2016 CAASPP Scores	Increase the number of students achieving a score of standard met in Math by 2%	Increase the percent of students achieving a score of standard met or higher to 5%	Increase the percent of students achieving a score of standard met or higher to 5%
Increase student performance on the CAASPP ELA and Math assessment for EL students	2016 CAASPP Scores	Increase the number of students achieving a score of standard met or higher by 2%	Increase the percent of students achieving a score of standard met or higher to 15% for ELA and 5% for Math	Increase the percent of students achieving a score of standard met or higher to 15% for ELA and 5% for Math
All students will receive standards based instruction and instructional materials	100% of students receive standards based instruction and instructional materials	Maintain the number of students receiving standards based instruction and instructional materials	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students will be taught by appropriately credentialed teachers	100% of students are taught by appropriately credentialed teachers	Maintain the number of students being taught by appropriately credentialed teachers	100%	100%
Access to a broad Course of Study	100%-All students will receive broad course of study	N/A	100%	100%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MCIA students will be college and career ready by completing credits if they are credit deficient. Additionally, students will have the opportunity to explore CTE course through the use of Odysseyware, an online learning platform.	MCIA students will be college and career ready by completing work that will place them at grade level proficiency	MCIA students will be college and career ready by completing work that will place them at grade level proficiency

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.1 $18,000	1.1 $6,000	1.1 $6,000

Year	2017-18	2018-19	2019-20
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Services	Services	Services

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MCIA will provide support for EL students. Professional development in best practices will be provided to all staff. An additional EL assessment will be created to gauge student's proficiency and assist in increasing the reclassification of students. A new EL master plan will be developed and support will be provided by a teacher on special assignment and an EL consultant with MCSOS.	MCIA will provided support for EL students. Professional develop in best practices will be provided to all staff.	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.2 $51,800	1.2 $700 $2600	1.2 $6100 $1300 $14000
Source	LCFF Sup & Con	LCFF Sup & Con LCFF Sup & Con	LCFF Sup & Con LCFF Sup & Con LCFF Sup & Con

Year	2017-18	2018-19	2019-20
Budget Reference	Salaries & Benefits	Salaries & Benefits Services	Salaries & Benefits Salaries & Benefits Services

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MCIA will develop teams of teachers and administrators to analyze data and make recommendations to drive instruction. Teachers will have collaboration time and will share findings with staff to highlight successes and deficiencies in the area of curriculum and standardized tests.	Unchanged - Budget update only	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.3 $13,200	1.3 $8,700	1.3 $11,800 $1500
Source	LCFF Base	LCFF Base	LCFF Base LCFF Base
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits Services

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	Unchanged - Budget update only	Unchanged - Budget update only

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 will be used to provide through MCSOS professional development to improve instruction for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.4 $53,000	1.4 $7,800 $20,500 $63,600	1.4 $5,700 $77,600
Source	LCFF Base	LCFF Base LCFF Base College Readiness Grant	LCFF Base LCFF Base/CSI
Budget Reference	Salaries & Benefits	Salaries & Benefits Training & Services Salaries & Benefits	Salaries & Benefits Training & Services

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Administration and staff will review curriculum to ensure that it promotes higher levels of learning, including a-g, and teachers are providing engaging rigorous lessons that incorporate the use of technology. MCIA	Unchanged - Budget update only	MCIA administration will ensure all students are provided with needed technology resources to maximize learning.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.5 $5,800 $40,000	1.5 $4,000	1.5 $3,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Salaries & Benefits Supplies	Salaries & Benefits	Salaries & Benefits

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Academic supports will be provided to students to assist them in preparation of graduation. Students will be prepared for college and/or career opportunities. Supports will include academic counseling services, tutoring, credit recovery, career technical education, and summer school programs.	Unchanged - Budget update only	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	1.6 $323,700	1.6 $123,600	1.6 $7,100 $41,100
Source	$73,600 LCFF Base $250,100 Sup & Con	$4,400 LCFF Base $119,200 Sup & Con	LCFF Base Sup & Con
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits Salaries & Benefits

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MCIA will continue to recruit and retain appropriately credentialed teachers.	Unchanged - Budget Update only	Unchanged - Budget Update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.7 $1,135,500	1.7 $167,400	1.7 $179,400 $103,900
Source	LCFF Base	$110,500 Base $56,900 S&C	Base S&C
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits Salaries & Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6, 8

Local Priorities:

Identified Need:

Increase student engagement

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

MCIA will provide opportunities for all students to enhance their educational experience and develop a sense of belonging	To be established	Establish baseline.	All students will have opportunity to participate	All students will have opportunity to participate
MCIA will provide transportation to students who qualify for local public transportation	All students that need transportation.	Maintain or increase the number of students that are provided transportation.	Maintain or increase the number of students that are provided transportation.	Maintain or increase the number of students that are provided transportation.
All students that are parenting teens, foster youth and/or homeless will have the opportunity to receive counseling.	100% of parenting teens, foster youth and/or homeless students received counseling services	Maintain 100% of students receiving counseling services	Maintain 100% of students receiving counseling services	Maintain 100% of students receiving counseling services

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
MCIA will hold two school events for all students to participate in order to build a sense of school pride and belonging.	Two school events	Establish and implement two school events	Two school events	Two school events
Update and maintain the annual facilities inspection and repairs.	Facilities Inspection Tool (FIT); Score equals Good Repair	Good Repair	Good Repair	Good Repair
MCIA will reduce the number of students who are identified as chronic absenteeism	Establish baseline	Establish baseline	Baseline established in 2017-18 at 71% Reduce chronic absenteeism to under 50%	Reduce chronic absenteeism to under 50%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
MCIA will conduct an annual climate survey to meet local indicator	Conduct the survey	Met local indicator	Baseline established in 2017-18 at 97% Maintain 90% of students feeling safe at school Maintain 90% of students feeling staff cares about them	Maintain 90% of students feeling safe at school Maintain 90% of students feeling staff cares about them
Suspension rate	Established at 0% of students suspended (17-18)	N/A	Maintain 0% suspension rate	Maintain 0% suspension rate
Attendance Rate	Seat time attendance at 80.9% (2017)	N/A	Seat time attendance of 85%	Seat time attendance of 85%
Drop Out rate	14% (2017)	N/A	Under 15%	Currently serving students in grades K - 8.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will seek out meaningful extended learning opportunities that include field trips to enhance the learning occurring at the school site.	Unchanged - Budget update only	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.1 $10,000	2.1 $5,000	2.1 $5,000
Source	LCFF Sup & Con	LCFF Sup & Con	LCFF Sup & Con
Budget Reference	Travel & Services	Travel & Services	Travel & Services

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
To help ensure safe arrival to and from school MCIA will provide students with tickets for local transportation as needed.	Unchanged - Budget update only	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.2 $2000	1.2 $200	1.2 $200
Source	LCFF Sup & Con	LCFF Sup & Con	LCFF Sup & Con
Budget Reference	Travel & Services	Travel & Services	Travel & Services

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	Unchanged - Budget update only	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.3 $29,700 $500	2.3 $9,200 $500	2.3 $6,100 $3,800 $8600 $500
Source	LCFF Base $21,300 LCFF Sup & Conc $9000 (3400 Inc in 1.6)	LCFF Base $1400 LCFF Sup & Conc $8300 ($7700 Inc in 1.6)	LCFF Base LCFF Sup & Conc LCFF Sup & Conc $8600 Inc in 1.6) LCFF Sup & Conc
Budget Reference	Salaries & Benefits Supplies	Salaries & Benefits Supplies	Salaries & Benefits Salaries & Benefits Salaries & Benefits Supplies

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	Unchanged - Budget update only	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.4 $132,600	2.4 $116,500	2.4 $6100 $41100

Year	2017-18	2018-19	2019-20
Source	LCFF Base (21,300) LCFF Sup & Con (111300)	LCFF Base (1,400) LCFF Sup & Con (115,100)	LCFF Base LCFF Sup & Con
Budget Reference	Salaries & Benefits (Inc in 1.6 & 2.3)	Salaries & Benefits (Inc in 1.6 & 2.3)	Salaries & Benefits (Inc in 1.6 & 2.3)

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MCIA will hold two school events for all students to participate in order to build a sense of school pride and belonging.	Unchanged -Budget update only	Unchanged -Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.5 $2500	2.5 $1200	2.5 $1200
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Service & Supplies	Service & Supplies	Service & Supplies

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MCIA will provide and maintain a safe, clean, and quality learning facilities for students and staff.	Unchanged -Budget update only	Unchanged -Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	2.6 $50,900	2.6 $35,100	2.6 $102,100 $59,200 $18,500 $10,700
Source	LCFF Base	LCFF Base $23,200 LCFF S&C $11,900	LCFF Base LCFF S&C LCFF Base LCFF S&C
Budget Reference	Salaries & Benefits	Salaries & Benefits	Services & Suplies Services & Suplies Salaries & Benefits Salaries & Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

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: 3, 4, 5, 6

Local Priorities:

Identified Need:

All students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers and staff will maintain a call log for communication with parents/families.	Establish baseline	Create a call log and implement school-wide with all staff	100% will maintain a call log for communication with parents/families.	100% will maintain a call log for communication with parents/families.
Parents will be invited to attend more school events by mailers and personal phone calls home.	One event Fall Semester One event Spring Semester	Maintain or increase the number of school events for parents to attend	Maintain or increase the number of school events for parents to attend	Maintain or increase the number of school events for parents to attend
Teachers and staff will make positive parent contacts regarding students to share positive behaviors and/or academic gains.	Establish baseline	Teachers and staff will call a minimum of three parents per month regarding students to share positive behaviors and/or academic gains	Teachers and staff will call a minimum of three parents per month regarding students to share positive behaviors and/or academic gains	Teachers and staff will call a minimum of three parents per month regarding students to share positive behaviors and/or academic gains

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MCIA will provide effective communication with parents regarding school administration, activities, student progress, and attendance. This will be maintained with phone calls, home visits, regular progress reports, and an	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	Unchanged. Budget update only

updated website.	maintained with phone calls, home visits, regular progress reports, and an updated website. Bilingual services will be provided for parent meetings, including IEPs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3.1 $103,200	3.1 $9,700	3.1 $9,400 $1000 $7100
Source	LCFF Base	LCFF Base	LCFF Base LCFF Base LCFF Base
Budget Reference	Salaries & Benefits (Inc in 1.6)	Salaries & Benefits (Inc in 1.6)	Salaries & Benefits (Inc in 1.6) Services Salaries & Benefits (Inc in 1.6)

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)

All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent education and engagement will be accomplished with seminars, open house, and family events.	The unduplicated student population has some of the lowest rates of parent involvement. To address their needs, the LEA will provide classes and workshops, open house, and family events to increase opportunities for involvement.	Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	3.2 $29,600 $2000 $1000	3.2 $5,300 $4000 $2000	3.2 $9,400 $4000 $7100 $2000
Source	LCFF Base	LCFF Base	LCFF Base LCFF Base LCFF Base LCFF Base
Budget Reference	Salaries & Benefits (Inc in 1.6) Supplies Services	Salaries & Benefits (Inc in 1.6) Supplies Services	Salaries & Benefits (Inc in 1.6) Supplies Salaries & Benefits (Inc in 1.6) Services

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MCIA will provide opportunities for parent input through surveys and participation in formal and informal advisory committees.	MCIA will provide opportunities for parent input through surveys and participation in formal and informal advisory committees, including Site Council, ELAC and other school engagement meetings. This will increase parent involvement for unduplicated student population	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	1.3 $2900	1.3 $3400	1.3 $3900
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Salaries & Benefits (Inc in 1.6)	Salaries & Benefits (Inc in 1.6)	Salaries & Benefits (Inc in 1.6)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 517,307	19.11 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Ninety-two percent of students at MCIA qualify for Free and Reduced-Priced Meals. English Learners constitute 22 % of our population. The total percentage of Unduplicated Pupils is 90%.
Expenditures of supplemental and concentration grant funds are principally directed toward meeting the needs of those students. Actions and services include providing tutoring and academic support, providing experiences that build the background knowledge that is essential to school success and enhances the school climate, and providing the best and most engaging instructional strategies for struggling learners.
Because Unduplicated Pupils are such a large percentage of our student population, and because the services principally directed to meet their needs are among the most effective strategies for students, we are generally performing those actions and offering those services schoolwide.
We believe that segregating the students based on services is not in the best interest of our neediest students.

We believe that the increased amount and quality of the services that our low income, English Learners, Foster Youth, and those with disabilities, will

receive as a result of the LCAP will far exceed the required percentage.

Actions that will improve services to students:
• The use of research-based, engaging, and culturally-responsive instructional practices.
• MCIA will provide support for EL students through professional development in best practices for all staff that will ensure that instruction is differentiated to meet their needs.
• Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies to facilitate students accessing services.
• Coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services.
• Providing a more engaging and supportive atmosphere by seeking to increase their parents' engagement in school activities.

Actions that will increase services for students:
• An additional EL assessment will be created to gauge student's proficiency and assist in increasing the reclassification of students.
• Support will be provided by a teacher on special assignment and an EL consultant with MCSOS.
• Additional academic counseling services, tutoring, credit recovery, career technical education, and summer school programs.
• Meaningful extended learning opportunities that include field trips to enhance the learning occurring in the classroom and expand their vocabularies, skills, and knowledge.
• Supplemental services to pregnant, parenting, homeless, and foster youth students.
• Additional resources will contribute to students' emotional well-being.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$95,348	26.34%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Ninety-five percent of students at MCIA qualify for Free and Reduced-Priced Meals. English Learners constitute 22 % of our population. The total percentage of Unduplicated Pupils is 90%.
Expenditures of supplemental and concentration grant funds are principally directed toward meeting the needs of those students. Actions and services include providing tutoring and academic support, providing experiences that build the background knowledge that is essential to school success and enhances the school climate, and providing the best and most engaging instructional strategies for struggling learners.
Because Unduplicated Pupils are such a large percentage of our student population, and because the services principally directed to meet their needs are among the most effective strategies for students, we are generally performing those actions and offering those services schoolwide.
We believe that segregating the students based on services is not in the best interest of our neediest students.

We believe that the increased amount and quality of the services that our low income, English Learners, Foster Youth, and those with disabilities, will receive as a result of the LCAP will far exceed the required percentage.

Actions that will improve services to students:
• The use of research-based, engaging, and culturally-responsive instructional practices.
• MCIA will provide support for EL students through professional development in best practices for all staff that will ensure that instruction is differentiated to meet their needs.
• Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies to facilitate students accessing services.
• Coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services.
• Providing a more engaging and supportive atmosphere by seeking to increase their parents' engagement in school activities.

Actions that will increase services for students:
• An additional EL assessment will be created to gauge student's proficiency and assist in increasing the reclassification of students.

• Support will be provided by a teacher on special assignment and an EL consultant with MCSOS.
• Additional academic counseling services, tutoring, credit recovery, career technical education, and summer school for seniors are offered
• Meaningful extended learning opportunities that include field trips to enhance the learning occurring in the classroom and expand their vocabularies, skills, and knowledge.
• Supplemental services to pregnant, parenting, homeless, and foster youth students.
• Additional resources will contribute to students' emotional well-being.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
141637	26.7

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Ninety-six percent of students at MCIA qualify for Free and Reduced-Priced Meals. English Learners constitute 17 % of our population. The total percentage of Unduplicated Pupils is 83%. Expenditures of supplemental and concentration grant funds are principally directed toward meeting the needs of those students. Actions and services include providing tutoring and academic support, providing experiences that build the background knowledge that is essential to school success and enhances the school climate, and providing the best and most engaging instructional strategies for struggling learners. Because Unduplicated Pupils are such a large percentage of our student population, and because the services principally directed to meet their needs are among the most effective strategies for students, we are generally performing those actions and offering those services schoolwide. We believe that segregating the students based on services is not in the best interest of our neediest students. We believe that the increased amount and quality of the services that our low-income, English Learners, Foster Youth, and students with disabilities, will receive as a result of the LCAP will far exceed the required percentage.

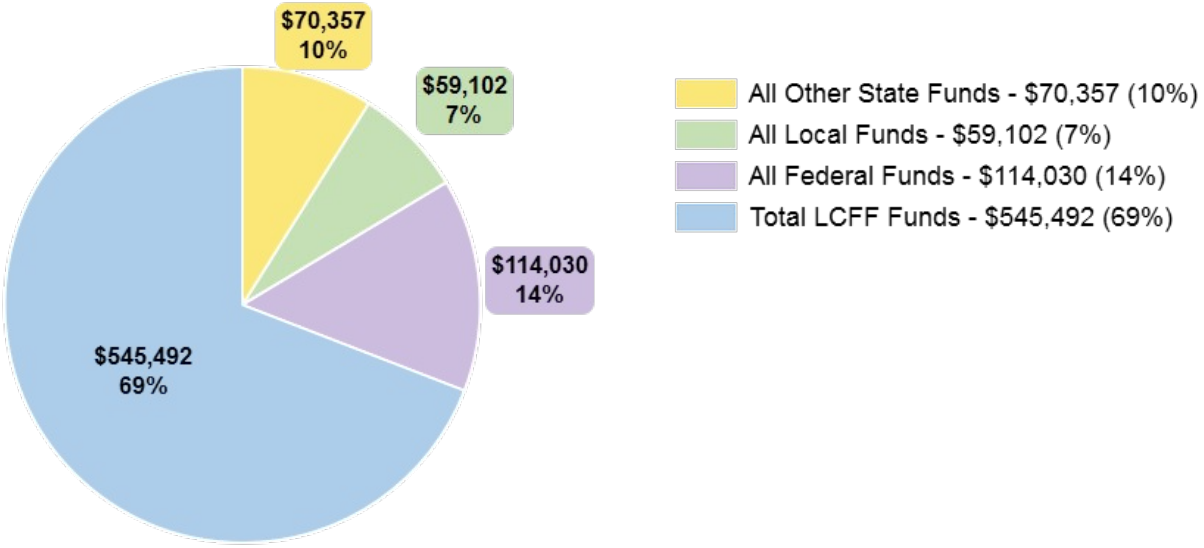
Actions that will improve services to students:
• The use of research-based, engaging, and culturally-responsive instructional practices.
• MCIA will provide support for EL students through professional development in best practices for all staff that will ensure that instruction is differentiated to meet their needs.
• Continued collaboration with the county office foster youth coordinator, personnel from public health, and other service agencies to facilitate students accessing services.
• Coordinate with behavioral health, drug and alcohol counseling, and school psychologist to ensure appropriate referrals are being made for students in need of services.
• Providing a more engaging and supportive atmosphere by seeking to increase their parents' engagement in school activities.
Actions that will increase services for students:
• An additional EL assessment will be created to gauge student's proficiency and assist in increasing the reclassification of students.
• Support will be provided by a Program Director and consultant with MCSOS.
• Additional academic counseling services, tutoring, credit recovery, career technical education, and summer school for seniors are offered
• Meaningful extended learning opportunities that include field trips to enhance the learning occurring in the classroom and expand their vocabularies, skills, and knowledge.
• Supplemental services to homeless, and foster youth students.
• Additional resources will contribute to students' emotional well-being

LCFF Budget Overview for Parents

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).

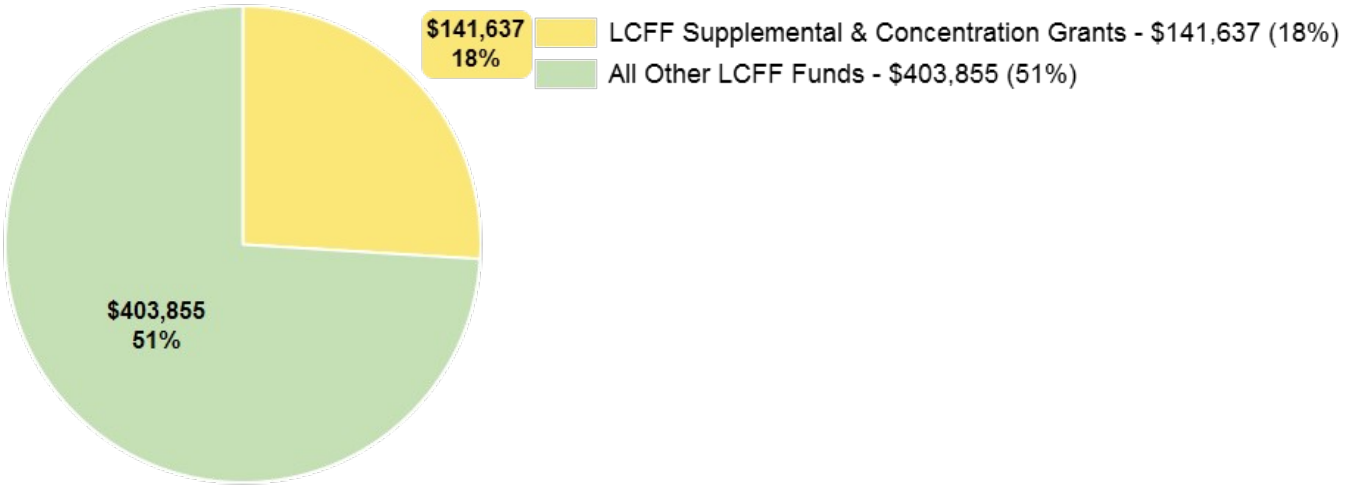
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$70,357	10%
All Local Funds	$59,102	7%
All Federal Funds	$114,030	14%
Total LCFF Funds	$545,492	69%

Breakdown of Total LCFF Funds

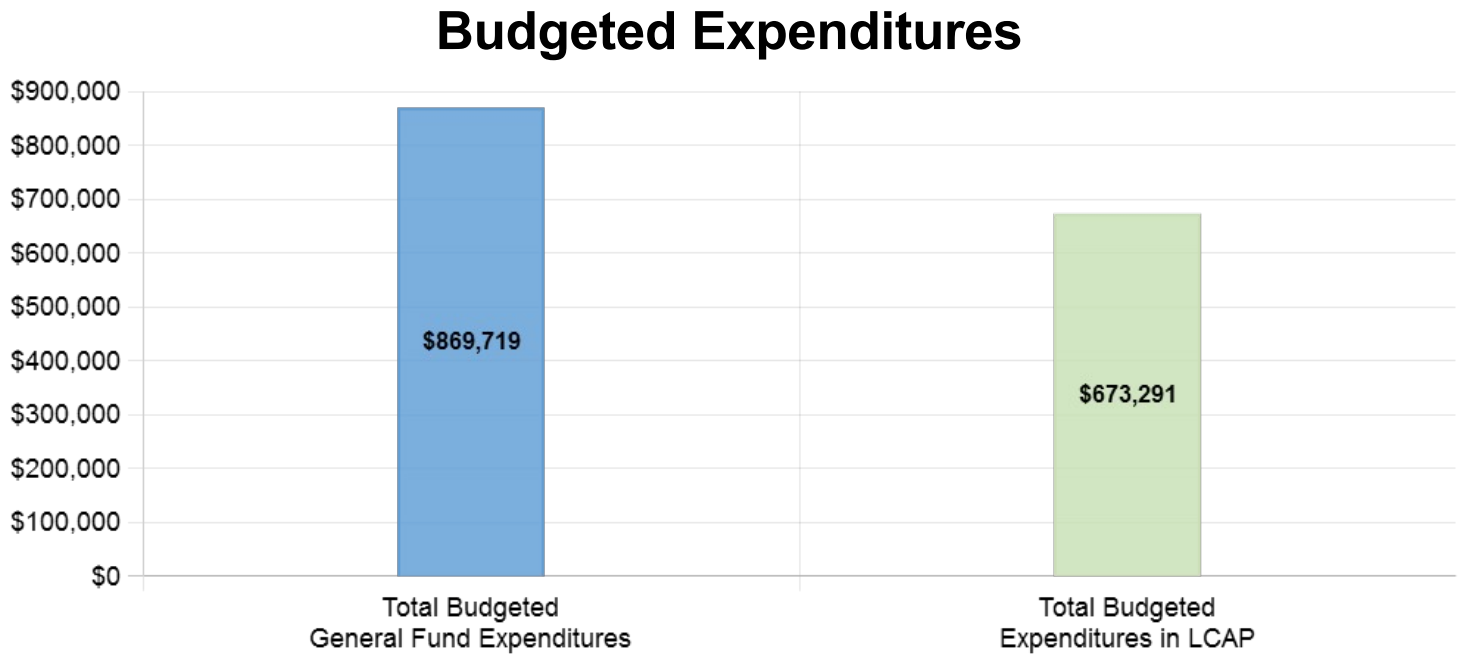


Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$141,637	18%
All Other LCFF Funds	$403,855	51%

These charts show the total general purpose revenue Madera County Independent Academy expects to receive in the coming year from all sources.

The total revenue projected for Madera County Independent Academy is $788,981, of which $545,492 is Local Control Funding Formula (LCFF), $70,357 is other state funds, $59,102 is local funds, and $114,030 is federal funds. Of the $545,492 in LCFF Funds, $141,637 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.



Source	Funds
Total Budgeted General Fund Expenditures	$869,719
Total Budgeted Expenditures in LCAP	$673,291

This chart provides a quick summary of how much Madera County Independent Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Madera County Independent Academy plans to spend $869,719 for the 2019-20 school year. Of that amount, $673,291 is tied to actions/services in the LCAP and $196,428 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Not all Charter Fund expenditures are included in the LCAP, such as Fiscal Services, oversight fees, STRS On-Behalf, Contracted Services, Administrative Services and the majority of Facility related expenses. These expenses make up the difference of $417,100

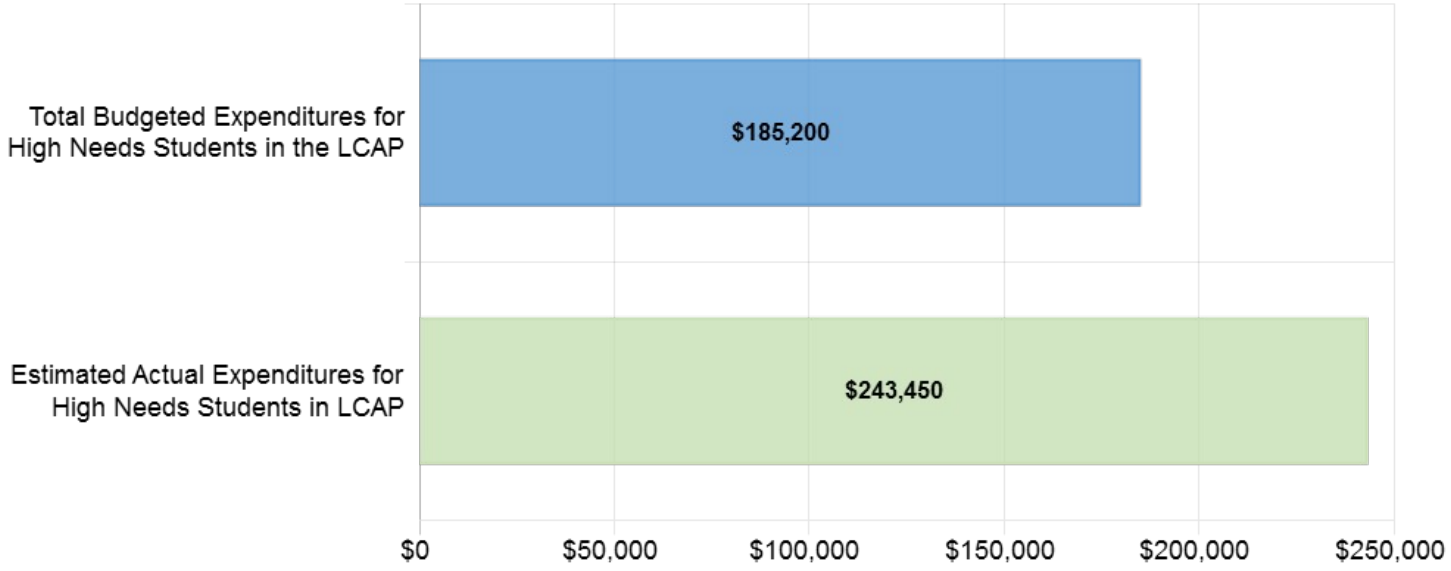
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Madera County Independent Academy is projecting it will receive $141,637 based on the enrollment of foster youth, English learner, and low-income students. Madera County Independent Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Madera County Independent Academy plans to spend $245,757 on actions to meet this requirement.

Update on Increased or Improved Services for

High Needs Students in 2018-19

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



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$185,200
Estimated Actual Expenditures for High Needs Students in LCAP	$243,450

This chart compares what Madera County Independent Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Madera County Independent Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Madera County Independent Academy's LCAP budgeted $185,200 for planned actions to increase or improve services for high needs students. Madera County Independent Academy estimates that it will actually spend $243,450 for actions to increase or improve services for high needs students in 2018-19.