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Superintendent of Schools

8.1

BOARD OF EDUCATION ACTION ITEM

June 27, 2018

Topic:
Consideration Adoption of Local Control Accountability Plan (LCAP) for the 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 the Madera County Independent Academy (MCIA) will put into paction 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:
See attached LCAP budget pages

Resource:
James Sargent
Chief Career Technical and
Alternative Education Services Officer

Leslie Neumeier
Director
Career Technical and Alternative Education Services

Recommendation:
Adoption of Local Control Accountability Plan (LCAP) for the Madera County Independent Academy (MCIA)

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Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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.

LEA Name	Contact Name and Title	Email and Phone
Madera County Independent Academy	Leslie Neumeier	lneumeier@mcsos.org
	Director, Career Technical and Alternative Education Services	559-662-4640

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. The school serves grades K-12 with the majority of students being in grades 9-12. Approximately 15% of the students are in grades K-8.
MCIA serves high risk students in an independent study model. This approach supports individual development, through the choice of curriculum aligned with state standards. The program allows students to set their own pace and for students significantly behind in credits it allows them to set a new goal to graduate with a diploma. Through our unique approach to credit recovery, many of the students catch up and graduate with their class. However, just as many choose to stay in high school for a fifth year in order to complete the necessary courses and credits to earn a high school diploma. In addition to meeting with their instructor one day per week many students take advantage of classroom instruction in language arts, math, computer science, music and other fine arts courses. Students have the option of taking part of their curriculum or their entire curriculum through an online program.

Many of our students work fulltime, have not been successful in a comprehensive school and for others, language may be barrier. According to the 2016-17 SARC 22% of the students are English Learners with Spanish being their first language. The student body is 85% Hispanic, 10% white, and 5% Native American, African American, and other race or ethnicity. The majority of MCIA families would be placed in the subgroup "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 over 300 students. 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. Many of our students enter the program as much as 60 credits behind. Taking into consideration fifth year seniors, our graduation rate is approximately 95%. Another key success of the program is students who traditionally attended school 50%-60% of the time on average are now attending school 81% of the time.

During the 207-18 school year MCIA had their mid cycle WASC accreditation visit. Approximately 40% of our graduates plan to attend college or a trade school upon graduating from the program. This is significant considering most of our students enter the program not even sure they will graduate from high school.

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 LCFF Evaluation Rubrics, 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 12% in 2017 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.

MCIA had a successful mid cycle WASC review that recognized the growth of MCIA scores and programs

Several new seat time elective classes were added-including an English Language Development course for English Learners. MCIA also added a Math Lab and a Geometry Lab and a second Financial Literacy course.

Although no students were reclassified this year due to the need for an additional assessment in the transition to the ELPAC, an assessment was researched and will be in place for the 2018-19 school year. All eligible EL students took the ELPAC this year.

A positive school climate was reflected in school climate survey where 97% of students surveyed (227) reported that they did not feel unsafe at school.

There was increased parent opportunities for involvement with the first family appreciation day, the first parent climate survey, and offering of parent workshops.

The seat time attendance rate increased to 87.5% in 2017-18 from 80.9% in 2016-17

Referring to the LCFF Evaluation Rubrics, 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 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. While MCIA students did make some progress, the scores are still in need of improvement, especially in Math. Only 1% of the students in 2017 reached level 3 (met standards) on the State test and only 12% reached level 2 (nearly met standards). This will be addressed through improved initial assessment and continued professional development with the staff.

MCIA will need to address Chronic Absenteeism, which was 71.6%. This was the first year of State reported data so there is no comparison to prior years, but it was high in comparison to other alternative schools. This will be addressed through continued implementation of attendance policies and parent communication.

There is still a need to increase parent participation of formal site committees.

WASC visit and self study identified need to improve student technology skills and integration of technology into the instructional program. This will be addressed with addition of technology for students and additional professional development for staff.

Referring to the LCFF Evaluation Rubrics, 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

As an alternative school, MCIA does not receive performance levels but, based on the test results the greatest performance gaps exist for English Learners. While "All" MCIA students recorded 42% of students at level 2 (nearly met standards) on the ELA test, only 9% of the "EL only" students reached level 2. In Math, 12% of "All" MCIA students reached level 2. No "EL only" students reached level 2. Focus on EL will be a priority in ELD class and increased professional development.

The Special Education group was too small to record school wide scores as a group, however MCIA recognizes that individually many Special Education students perform lower than the general education population and there is a need to provide support to the students with disabilities in the school. MCIA will continue to provide special education support for all identified students and professional development for teachers to address these needs. .

The socio-economically disadvantaged population is such a large percent of the school (95%) that there was no gap between students in this group and the "All" student population. However, MCIA recognizes the importance of additional support programs and will continue to provide resources to counseling, tutorials, transportation supports for all students.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

All students, including low income, English Learners. Foster Youth and Special Education students have need for academic improvement. MCIA will provide academic supports through tutorials, individual learning plans, seat time support classes, and access to educational technology to facilitate learning. MCIA will focus on English Learners and services for instructional support will be provided by teacher on special assignment for EL, and professional development from MCSOS EL Program Director. Staff will receive professional development to assist in addressing the needs of these students.

A strong support program exists for foster youth, which includes a designated PPS counselor who provides academic counseling, and oversees workshops, career exploration activities, transportation, and child care options, as well as serving as a liaison for public health services.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$859,633
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$442,500

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$361,985

Annual Update

LCAP Year Reviewed: 2017-18

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
Metrics/Indicators: CTE courses will be offered to MCIA students. CTE courses will be offered to students through Odysseyware	Odysseyware was available for all MCIA students, however no students successfully completed one of the CTE courses through Odysseyware

Expected	Actual
Metrics/Indicators: Through Odysseyware or other resources, credit-deficient students will recover credits to be able to graduate. Credit recovery will be offered to students through Odysseyware and other resources. Baseline will be established through graduation rate.	All credit deficient students were offered credit recovery through traditional courses and online credit recovery and were able to make up credits to get on track to graduate.
Metrics/Indicators: Increase the number of reclassified EL students upon the completion of an alternative assessment. Establish an alternative assessment to use along with the ELPAC to evaluate a students' readiness for reclassification	No students were reclassified due to transition to ELPAC, and a alternate assessment is still in development. All eligible EL students took the ELPAC assessment
Metrics/Indicators: All teachers will continue to access professional development through internal and external agencies Maintain the number of teachers accessing professional development	Professional development was provided to all staff, through regularly scheduled staff meetings, three all day staff meetings, and professional conferences.
Metrics/Indicators: Increase student performance on the CAASPP ELA assessment Increase the number of students achieving a score of standard met or higher by 2%	ELA scores at level 3 (met standards) improved from 8% in 2016 to 12% in 2017

Expected	Actual
Metrics/Indicators: Increase student performance on the Math CAASPP assessment Increase the number of students achieving a score of standard met or higher by 2%	Only 1% of students achieved a standard met score in Math
Metrics/Indicators: Increase student performance on the CAASPP ELA and Math assessment for EL students Increase the number of students achieving a score of standard met or higher by 2% for ELA and Math	No students earned a standard met score in ELA, but 8.57% earned a nearly met score. No students earned a standard met or nearly met score in math.
Metrics/Indicators: All students will received standards based instruction and instructional materials Maintain the number of students receiving standards based instruction and instructional materials	All students received standards based instruction and instructional materials
Metrics/Indicators: All students will be taught by appropriately credentialed teachers Maintain the number of students being taught by appropriately credentialed teachers	All students were taught by appropriately credentialed teachers

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 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.	Staff implemented a credit recovery approval system creating more accountability. As a result there was an increase in student credit recovery rate. However, in 2017-18, no MCIA students successfully completed a CTE course online through Odysseyware	Amount 1.1 $18,000 Source LCFF Base Budget Reference Services	Amount 1.1 $19,681 Source LCFF Base Budget Reference Services

Action 2

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

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.	Professional development was provided to all staff, including three all staff meetings. An ELD support class that met one day a week was created and EL students were able to attend for additional credit and support. Reclassification process was improved and put in place. All eligible EL students took the ELPAC assessment and MCIA began process of tracking reclassified students. Master plan was worked on but not completed due, in part, to the fact that no EL consultant was hired by MCSOS	1.2 $51,800 LCFF Sup & Con Salaries & Benefits	1.2 $33,765 LCFF Sup & Con Salaries & Benefits

Action 3

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

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.	Administration used data to identify school gaps, compare to similar schools, and set regional baselines for alternative schools on State indicators. EL instructors and TOSA used data to track EL gaps	1.3 $13,200 LCFF Base Salaries & Benefits	1.3 $11,741 LCFF Base Salaries & Benefits

Action 4

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

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 will be used to provide through MCSOS professional development to improve instruction for all students.	Three full staff in service days were held where professional development was offered for Math, EL and technology. Several members attended BELIEF training module to address EL needs. MCIA staff met once a week for professional development. MCIA staff attended conferences including trainings on independent study, career technical education, ELA and EL training was limited in some areas due to the failure to fill the position in Education Services at MCSOS	1.4 $53,000 LCFF Base Salaries & Benefits	1.4 $38,845 LCFF Base Salaries & Benefits

Action 5

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

Administration and staff will review 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 will ensure all students are provided with needed technology resources to maximize learning.	The review of ELA, Math and Science materials was completed with guides for all teachers at the secondary level. Work on History and Social Science was started. Additional work was done on literature for 10th grade and elective curriculum. Curriculum was reviewed at staff meetings.	1.5 $5,800 $40,000 LCFF Base Salaries & Benefits Supplies	1.5 $4,545 $2,075 LCFF Base Salaries & Benefits Supplies

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Credit evaluations were reviewed with graduation eligible students. School Academic Counselors coordinated field trips to local community colleges and universities. College registration workshops were arranged for students to register to attend college in the fall. Summer school was offered for students needing ten credits or less to graduate or are working towards credit recovery.	1.6 $323,700 $73,600 LCFF Base $250,100 Sup & Con Salaries & Benefits	1.6 $147,779 $73,600 LCFF Base $74,212 Sup & Con Salaries & Benefits

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MCIA will continue to recruit and retain appropriately credentialed teachers.	The MCIA staff has all qualified teachers with no misassignements. Beginning January there was one vacant teaching position filled by a substitute for the semester.	1.7 $1,135,500 LCFF Base Salaries & Benefits	1.7 $863,691 $861,688 LCFF Base $2,003 S&C Salaries & Benefits

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 graduation progress, credit recovery, and college preparation. The program included offering classes through independent study core curriculum classes were based on Common Core curriculum and included the use of technology when appropriate through Chromebooks and laptops. During the second semester an EL program director was hired to work with MCIA students and assisted in preparation for the ELPAC test as well as the reclassification process.
Tutoring was provided throughout the school day in all subject areas and credit recovery options were offered for students who were behind in credits. Student success was also supported with academic counseling, college visits, and assessment preparation. Additional programs were offered for foster youth, homeless youth and pregnant and parenting teens through collaboration with internal and external agencies.

Staff received professional development through weekly staff meetings and opportunities to attend trainings. Professional development focused on EL, Common Core, 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.

The overall enrollment in seat time electives was high. The seat time elective courses offered were financial literacy, art, and music. Academic support for EL students was provided through a weekly seat time course attended by 15-20 students. A math tutorial was also help to support students in math.

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 2016, only 8% of students scored proficient on the ELA assessment and 1% of students in math. In 2017 the score in ELA increased to 12%. No EL students met standards in ELA or math. MCIA's graduation rates and seat time percentage remained stable.

MCIA made improvements in the EL reclassification process, however no EL students were reclassified.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall, Estimated Actual Expenditures are expected to be lower than originally budgeted due mainly to the salaries and benefits categories. This is due to staffing changes and lower additional time paid. 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.

MCIA was able to provide a program director in EL in the second semester, however an alternate assessment was developed for 2018-19 to assist in EL reclassification. Professional development will be provided to all staff to improve EL student instruction. Goal 1: Action 2
No MCIA students were successful in CTE online coursework in 2017-18. All secondary independent students will become part of Pioneer Technical Center in 2018-19 and have access to seat time CTE courses in Construction and Child Development. Goal 1: Action 2 (PTC)
Seat time classes were added to MCIA in 2017-18, including ELD, Math labs, and electives. These will be continued in 2018-19 for all independent study students as part of Pioneer Tech. Goal 1: Action 9 (PTC)

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
Metrics/Indicators: MCIA will provide opportunities for all students to enhance their educational experience and develop a sense of belonging Establish baseline.	All of the students were provided the opportunity to enhance their educational experience through access to field trips and additional activities
Metrics/Indicators: MCIA will provide transportation to students who qualify for local public transportation Maintain or increase the number of students that are provided transportation.	MAX and Dial-A-Ride tickets were provided and available for eligible students.

Expected	Actual
Metrics/Indicators: All students that are parenting teens, foster youth and/or homeless will have the opportunity to receive counseling. Maintain 100% of students receiving counseling services	All students received counseling services opportunities
Metrics/Indicators: MCIA will hold two school events for all students to participate in order to build a sense of school pride and belonging. Establish and implement two school events	Two school events were held for students and families
Metrics/Indicators: Update and maintain the annual facilities inspection and repairs. Good Repair	The Facility Inspection Tool indicated that MCIA facilities were in "Good Repair." MCSOS Maintenance Department maintained this report
Metrics/Indicators: MCIA will reduce the number of students who are identified as chronically absent Establish baseline	71.6% of students were chronically absent in 2017 (this was the first year as a state indicator and will be baseline for future years)

Expected	Actual
Metrics/Indicators: MCIA conduct an annual climate survey to meet local indicator Meet local indicator	MCIA conducted a student and parent survey and met local indicators posted on the dashboard. in the survey 97% of students reported feeling "safe" or "not unsafe" at school. In addition 97% of students reported positive that the staff cares about them. These will serve as baselines for climate survey.

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

Teachers will seek out meaningful extended learning opportunities that include field trips to enhance the learning occurring at the school site.	Staff provided students with many extended learning opportunities including, but not limited to leadership class trips to City of Madera, City of Chowchilla, and to Sacramento State Capitol. Field trips were taken to Madera Center Community College, Fresno City College, Fresno State University. Students attended Making the Grade at the Grizzlies game in Fresno.	2.1 $10,000 LCFF Sup & Con Travel & Services	2.1 $2,659 LCFF Sup & Con Travel & Services

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To help ensure safe arrival to and from school MCIA will provide students with tickets for local transportation asneeded.	Staff met with students and parents to determine the need for transportation assistance. MCIA provide MAX/Dial-A-Ride tickets when appropriate to assist students in need.	1.2 $2000 LCFF Sup & Con Travel & Services	1.2 $222 LCFF Sup & Con Travel & Services

Action 3

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

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.	Many MCIA students were able to access supplemental services. All students had access to counseling and many students throughout Madera County attended Pregnant and Parenting Teen Conference.	2.3 $29,700 $500 LCFF Base $21,300 LCFF Sup & Conc $9000 (3400 Inc in 1.6) Salaries & Benefits Supplies	2.3 $31,082 $1207 LCFF Base $21,267 LCFF Sup & Conc $7142 (3880 Inc in 1.6) Salaries & Benefits Supplies

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Counselors and Psychologist referred students to behavioral health. School Psychologist was available to provide support for students as needed at MCIA two days a week. .	2.4 $132,600 LCFF Base (21,300) LCFF Sup & Con (111300) Salaries & Benefits (Inc in 1.6 & 2.3)	2.4 $76,372 LCFF Base (21,267) LCFF Sup & Con (76372) Salaries & Benefits (Inc in 1.6 & 2.3)

Action 5

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

MCIA will hold two school events for all students to participate in order to build a sense of school pride and belonging.	MCIA staff held grade level informational meetings, provided social events to build school connections (for example; hot chocolate bar and donuts), and hosted Family Appreciation Day for students and parents.	2.5 $2500 LCFF Base Service & Supplies	2.5 $666 LCFF Base Service & Supplies

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MCIA will provide and maintain a safe, clean, and quality learning facilities for students and staff.	MCSOS maintained clean and safe facilities for students. All repairs and work orders were processed in timely manner.	2.6 $50,900 LCFF Base Salaries & Benefits	2.6 $56,569 $55437 LCFF Base $1132 S&C Salaries & Benefits

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 a full counselor committed to MCIA for two days a week 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.

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.

Overall, Estimated Actual Expenditures are expected to be lower than originally budgeted due mainly to the salaries and benefits categories. This is due to staffing changes and lower additional time paid. 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

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
Metrics/Indicators: Teachers and staff will maintain a call log for communication with parents/families. Create a call log and implement school-wide with all staff	All teachers kept necessary call logs for their assigned students
Metrics/Indicators: Parents will be invited to attend more school events by mailers and personal phone calls home. Maintain or increase the number of school events for parents to attend	Parents were informed of school events by mailers and personal phone calls. The number of school events and participation increased. Over 50 parents and students attended family appreciation day

Expected	Actual
Metrics/Indicators: Teachers and staff will make positive parent contacts regarding students to share positive behaviors and/or academic gains. Teachers and staff will call a minimum of three parents per month regarding students to share positive behaviors and/or academic gains	Teachers and staff made positive parent contacts which are documented in the teacher call logs. Not all teachers and staff called a minimum of three parents per month.

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 regarding school administration, activities, student progress, and attendance. This will be maintained with phone calls, home visits, regular progress reports, and an updated website.	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 $103,200 LCFF Base Salaries & Benefits (Inc in 1.6)	3.1 $98120 LCFF Base Salaries & Benefits (Inc in 1.6)

Action 2

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

Parent education and engagement will be accomplished with seminars, open house, and family events.	Parent engagement activities were aimed at increasing parent involvement for the families of unduplicated students. Parent grade level informational meetings were held for grades 9-12. Parents participated in school hot chocolate bar and donuts, a Family Appreciation Day and workshops.	3.2 $29,600 $2000 $1000 LVFF Base Salaries & Benefits (Inc in 1.6) Supplies Services	3.2 $24,553 $1000 $605 LVFF Base Salaries & Benefits (Inc in 1.6) Supplies Services

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.	A LCAP parent survey was administered, and grade level informational meetings for grades 9-12 were held.	1.3 $2900 LCFF Base Salaries & Benefits (Inc in 1.6)	1.3 $2943 LCFF Base Salaries & Benefits (Inc in 1.6)

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 grade level informational 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 grade level informational meetings for grades 9-12 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 87.5%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall, Estimated Actual Expenditures are expected to be lower than originally budgeted due mainly to the salaries and benefits categories. This is due to staffing changes and lower additional time paid. 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.

Parent workshops and events will be increased in 2018-19 This is addressed in Actions and Services Goal 3: Action 3

Stakeholder Engagement

LCAP Year: 2018-19

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 2018-19 LCAP occurred throughout the 2017-18 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 2017-18 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 May 31, 2018.
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 minimum days on November 13, December 4, January 22, February 5, March 5, April 2 and April 30. 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. CASES 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 11 and September 12, the approval of the Annual Inspection Report for Juvenile Detention Facility and Juvenile Correctional Camp on November 14, the approval of the California Dashboard local indicator parent and student survey results on November 14, 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 9, the renewal of the Madera County Independent Academy Charter on March 13, and the presentation of the triennial Countywide Plan for Expelled Youth on April 10.
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. The MCIA and PTC WASC review process was coordinated with LCAP development and provided staff opportunity for input in preparation for visits.

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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 2018-19 LCAP:
• There is a need for more opportunities in Career Technical Education, work experience, and internships as students prepare to be college and careers ready. A high level of interest in CTE programs was expressed by students attending MCIA. Reaching out to local businesses and local community colleges, students will broaden their knowledge of post-secondary opportunities. Increased CTE opportunities will be available for Independent Study students.
• Students have shown a high level of interest in seat time elective classes as part of their independent study program and more electives will be added.
• 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.
• 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.
• Feedback from WASC visiting committee indicated need to continue to develop the use of the online program for students.
• New curriculum and additional library resources are needed for instruction at juvenile hall and cadet academy
• Blended learning program support was a positive element of PTC Chowchilla and will be expanded to the PTC Madera program to provide a more flexible learning environment for students.
• 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 need 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; credit recovery towards graduation and focused intervention strategies for low performing 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
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
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
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	Modified

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	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.1 $18,000	1.1 $6,000	1.1 $6,100

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 $700 $2700
Source	LCFF Sup & Con	LCFF Sup & Con LCFF Sup & Con	LCFF Sup & Con LCFF Sup & Con
Budget Reference	Salaries & Benefits	Salaries & Benefits Services	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	Unchanged - Budget update only	Unchanged - Budget update only

successes and deficiencies in the area of curriculum and standardized tests.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.3 $13,200	1.3 $8,700	1.3 $8,900
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

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 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.	Unchanged - Budget update only	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.4 $53,000	1.4 $7,800 $20,500 $63,600	1.4 $8,000 $21,000
Source	LCFF Base	LCFF Base LCFF Base College Readiness Grant	LCFF Base LCFF Base
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 administration will ensure all students are provided with needed technology resources to maximize learning.	Unchanged - Budget update only	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.5 $5,800 $40,000	1.5 $4,000	1.5 $4,100

Year	2017-18	2018-19	2019-20
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	Unchanged - Budget update only

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1.6 $323,700	1.6 $123,600	1.6 $126,600
Source	$73,600 LCFF Base $250,100 Sup & Con	$4,400 LCFF Base $119,200 Sup &Con	$4,500 LCFF Base $126,600 Sup & Con
Budget Reference	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 $171,500
Source	LCFF Base	$110,500 Base $56,900 S&C	$113,200 Base $58,300 S&C
Budget Reference	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 toparticipate	All students will have opportunity toparticipate
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 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%	Under 15%

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
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 $5,100
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 $9,400 $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 $1400 LCFF Sup & Conc $8500 ($7900 Inc in 1.6)
Budget Reference	Salaries & Benefits Supplies	Salaries & Benefits Supplies	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 $119,300
Source	LCFF Base (21,300) LCFF Sup & Con (111300)	LCFF Base (1,400) LCFF Sup & Con (115,100)	LCFF Base (1,400) LCFF Sup & Con (117,900)

Year	2017-18	2018-19	2019-20
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
Amount	2.6 $50,900	2.6 $35,100	2.6 $35,100
Source	LCFF Base	LCFF Base $23,200 LCFF S&C $11,900	CFF Base $23,800 LCFF S&C $12,200

Year	2017-18	2018-19	2019-20
Budget Reference	Salaries & Benefits	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 $9,900
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)

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 $5,400 $4100 $2000

Source	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 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 $3500
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.