MADERA UNIFIED SCHOOL DISTRICT LOCAL CONTROL & ACCOUNTABILITY PLAN 2024–2025

LCFF
Local Control Funding Formula

The Local Control Funding Formula (LCFF) is California's formula for determining the level of state funding provided to school districts. The majority of funding is dedicated to improving academic outcomes for all students with additional funding provided for English learners, foster youth and students living in poverty.

8 State Priorities
- Basic Services
- Academic Standards
- Parent Involvement
- Student Achievement
- Student Engagement
- School Climate
- Course Access
- Other Pupil Outcomes

Think critically and creatively to solve problems

Adapt to new challenges by reflecting and growing

Communicate effectively in multiple mediums, languages and creatively to solve problems

WE BELIEVE MADERA UNIFIED

Collaborate with others to achieve more together

Produce quality work through initiative, self-direction, and preserverance

Contribute to the success of the community and world

LCAP
Local Control and Accountability Plan

The Local Control and Accountability Plan (LCAP) is the district's three-year plan showing how state LCFF funds are used to serve all students. During the 2023-24 school year, Madera Unified School District has held over 50 meetings and workshops to gain community input from educational partners on how best to serve students.

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TABLE OF CONTENTS

Local Control Funding Formula (LCFF)Budget Overview for Parents

Developed by the California Department of Education, November 2021

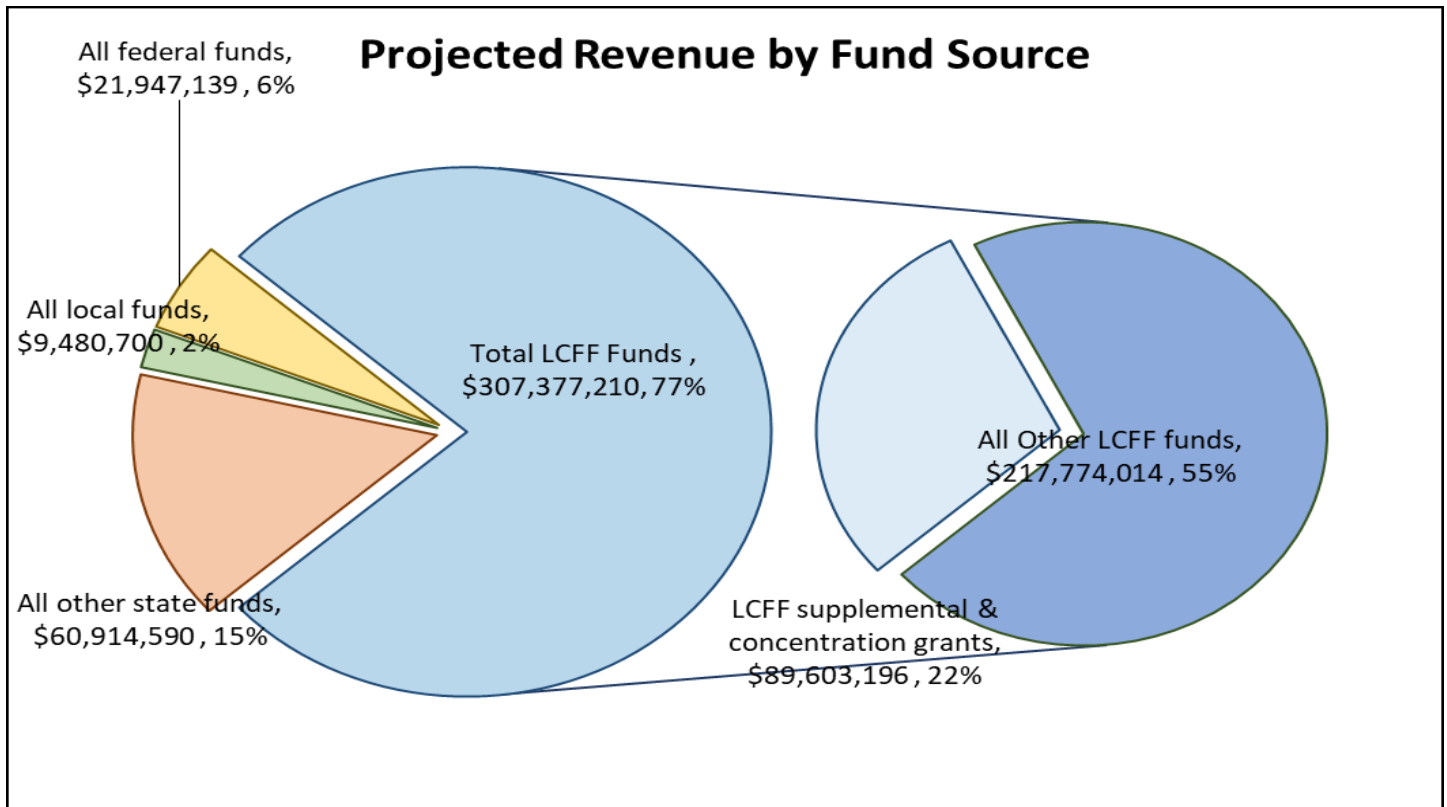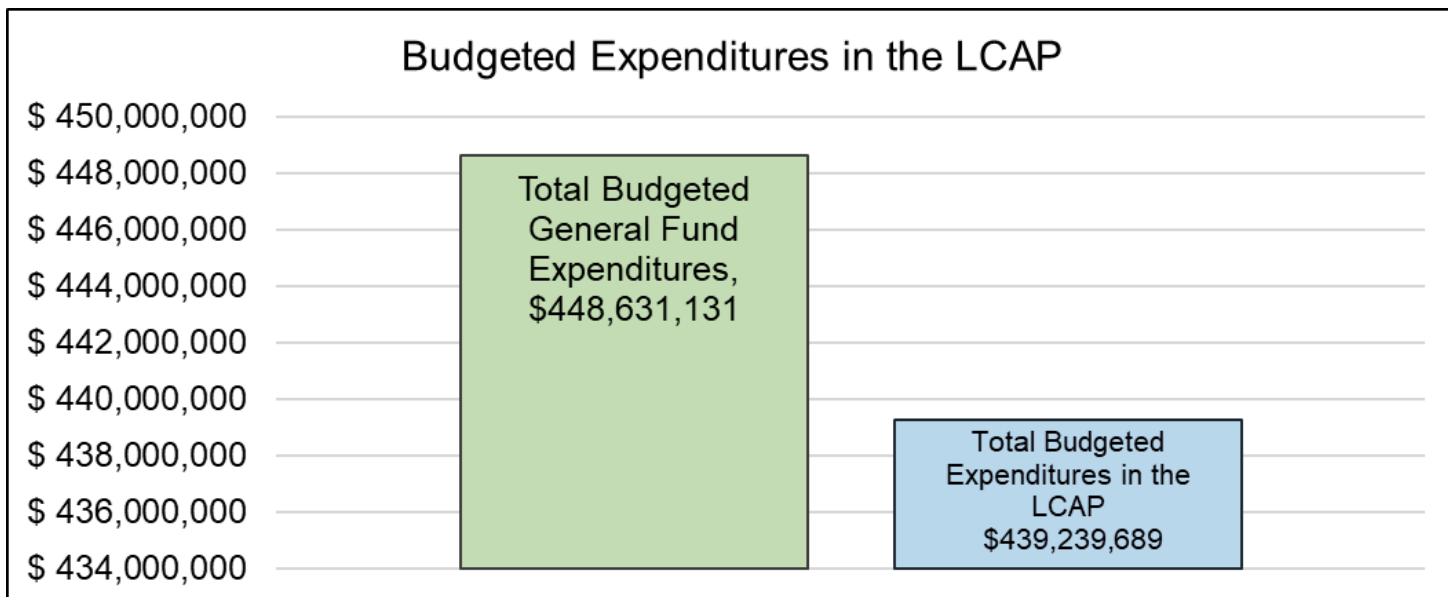| LCFF Budget Overview for Parents Template |
|---|
| Local Educational Agency (LEA) Name: Madera Unified School District
CDS Code: 65243
School Year: 2024-25
LEA contact information: Sheryl Sisil, Associate Superintendent of Educational Services |
| School districts receive funding from different sources: 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). |

Projected Revenue by Fund Source

All federal funds, $21,947,139 , 6%

All local funds, $9,480,700 , 2%

Total LCFF Funds , $307,377,210 , 77%

All Other LCFF funds, $217,774,014 , 55%

All other state funds, $60,914,590 , 15%

LCFF supplemental & concentration grants, $89,603,196 , 22%

This chart above shows the total general purpose revenue Madera Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Madera Unified School District is $399,719,639.00, of which $307,377,210.00 is Local Control Funding Formula (LCFF), $60,914,590.00 is other state funds, $9,480,700.00 is local funds, and $21,947,139.00 is federal funds. Of the $307,377,210.00 in LCFF Funds, $89,603,196.00 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.

Budgeted Expenditures in the LCAP

```
$ 450,000,000
$ 448,000,000
$ 446,000,000         Total Budgeted
$ 444,000,000         General Fund
                      Expenditures,
$ 442,000,000         $448,631,131
$ 440,000,000
$ 438,000,000                          Total Budgeted
                                       Expenditures in the
$ 436,000,000                                LCAP
$ 434,000,000                            $439,239,689
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This chart provides a quick summary of how much Madera Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Madera Unified School District plans to spend $448,631,131.00 for the 2024-25 school year. Of that amount, $439,239,689.00 is tied to actions/services in the LCAP and $9,391,442.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
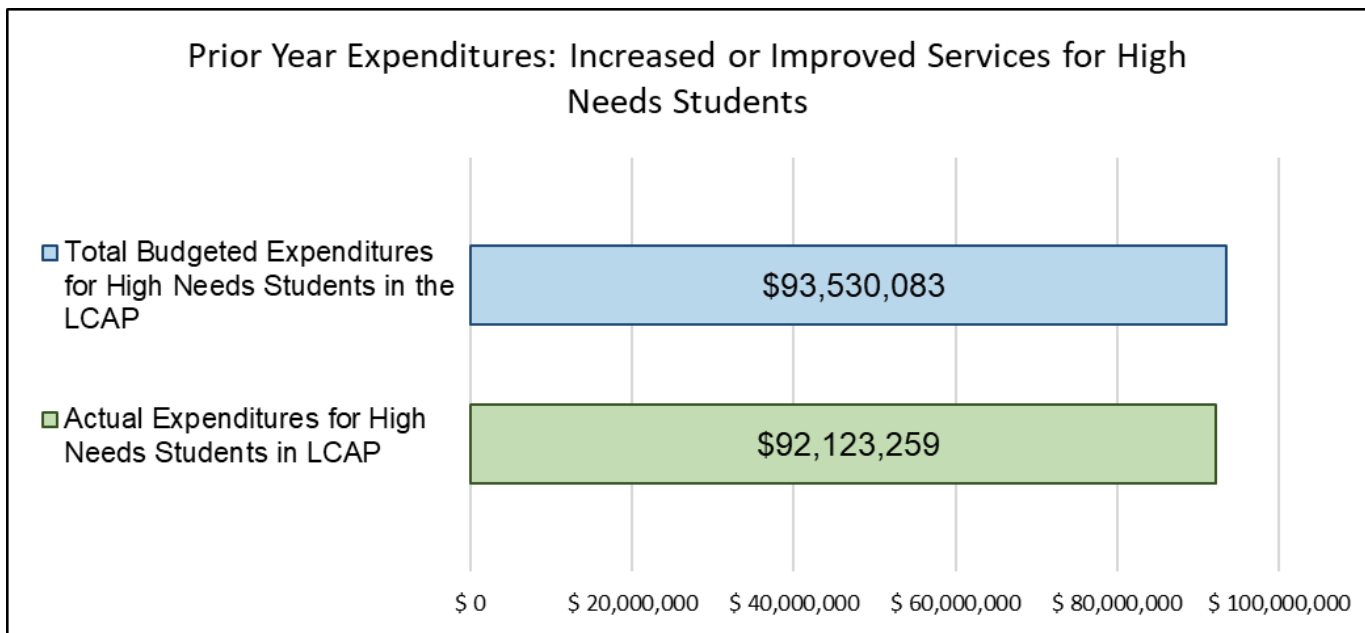
The LCAP Budgeted Expenditures total $439,239,689 which are tied to actions/services, the total reflects $9,391,442 below the General Fund Expenditures due to including the funds for the California State Preschool (CSPP) and excluding the STRS-on-Behalf funds. See below:

•Fund 01 General Fund	$13,003,616 STRS-on-Behalf Funds
•Fund 12 California State Preschool (CSPP)	-$3,612,174 Total Funds
	$9,391,442 Expenditures not in LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Madera Unified School District is projecting it will receive $89,603,196.00 based on the enrollment of Foster Youth, English Learner, and low-income students. Madera Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Madera Unified School District plans to spend $91,604,396.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-2024

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$93,530,083
☐ Actual Expenditures for High Needs Students in LCAP	$92,123,259

$0 $20,000,000 $40,000,000 $60,000,000 $80,000,000 $100,000,000

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

The text description of the above chart is as follows: In 2023-24, Madera Unified School District's LCAP budgeted $93,530,083.00 for planned actions to increase or improve services for high needs students. Madera Unified School District actually spent $92,123,259.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $1,406,824.00 had the following impact on Madera Unified School District's ability to increase or improve services for high needs students:

In 2023-24, Madera Unified School District's LCAP budgeted $93,530,083.00 for planned actions to increase or improve services for high-needs students. Madera Unified School District spent $92,123,259.00 for LCAP actions to increase or improve high-needs students' services in 2023-24. The unspent allocated funds were due to vacancies in approved positions that were unable to be filled because of a shortage of qualified applicants.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera Unified School District	Sheryl Sisil, Associate Superintendent of Educational Services	sherylsisil@maderausd.org (559) 675-4500

Goals and Actions

Goal #1 Provide early supports for children and their families before beginning school

Goal #	Description
1	We believe in every child receiving quality early learning experiences to prepare them for success in school and life which includes supporting children and their families from preconception to four years old. Our vision relies on a partnership with actively engaged families and a supportive community. We believe parents or guardians are a child's first teacher, so we support parents and guardians with technology training and educational and social-emotional resources. All families will have access to holistic services and care to be healthy and ready to learn. All families will also receive nutrition and connections with our community partners for resources.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP Reading Fluency (K-2nd) (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: NWEA Assessment Results	ALL: EL: FY: HY: SWD: 2021/2022 will be baseline	ALL: 11.2% EL: 8.0% FY: 8.7% HY: 4.2% SWD: 2.7% Meet or Exceeds in all assigned domains on the Spring 2021-2022 administration	*2021-2022 Data Revision* *ALL: 29.7%* *EL: 23.3%* *FY: 24.4%* *HY: 16.8%* *SWD: 18.7%* ALL: 35.5% EL: 25.8% FY: 18.0% HY: 27.4% SWD: 14.9% Meet or Exceeds in all assigned domains on the Spring 2022-2023 administration	All : 23.5% EL:15.2% FY:17.3% HY: 13% SWD: 8.5% Meet or Exceeds in all assigned domains on the Spring 2024-2025 administration	ALL: EL: FY: HY: SWD: Outcome set after 2021-2022 school year *ALL: 50%* *EL: 40%* *FY: 40%* *HY: 40%* *SWD: 30%*

NWEA Mathematics (1st-2nd) (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: NWEA Assessment Results	ALL: EL: FY: HY: SWD: 2021/2022 will be baseline	ALL: 12.9% EL: 8.9% FY: 16.7% HY: 7.6% SWD: 5.0% High or High Average on the Spring 2021-2022 administration	ALL: 18.1% EL: 7.4% FY: 14.5% HY:11.4% SWD: 4.9% High or High Average on the Spring 2022-2023 administration	ALL: 19.8% EL: 7.1% FY: 27.8% HY: 22.8% SWD: 6.1% High or High Average on the Spring 2023-2024 administration	ALL: EL: FY: HY: SWD: Outcome set after 2021-2022 school year *ALL: 55%* *EL: 45%* *FY: 60%* *HY: 45%* *SWD: 45%*
Student Survey Results (3rd-5th) Data Source: Panorama Survey Results	3rd-5th Grade: School Safety - 62%, School Belonging - 61%, School Climate - 57%, School Engagement - 48% in 2018/2019	3rd-5th Grade; School Safety - 63%, School Belonging - 63%, School Climate - 61%, School Engagement - 57% in Spring 2020/2021	3rd-5th Grade; School Safety - 63%, School Belonging - 64%, School Climate - 61%, School Engagement - 55% in Spring 2022/2023	3rd-5th Grade; School Safety - 69%, School Belonging - 70% , School Climate - 67%, School Engagement - 61% in Spring 2023/2024	3rd-5th Grade: School Safety - 70%, School Belonging - 70%, School Climate - 65%, School Engagement - 60%
DELAC/ELAC /PAC/ SSC Attendance Data Source: Internal Attendance Tracking	28.54% of expected attendance of all meetings combined in 2019/2020	61.1% of expected attendance of all meetings combined in 2021-2022	67.9% of expected attendance of all meetings combined in 2022/2023	[Data Pending]	95% of expected attendance of all meetings combined
Parent Survey Results Data Source: Panorama Survey Results	School Safety - 61%, School Climate 72% in 2018/2019	School Safety - 62%, School Climate - 70% in Spring 2021/2022	School Safety - 64%, School Climate - 72% in Spring 2022/2023	School Safety - 67%, School Climate - 74% in Spring 2023/2024	School Safety - 75%, School Climate 80%
Parent Participation in Programs for Unduplicated Pupils Data Source: Internal Attendance Tracking	1,653 parents in 2019/2020	1,546 parents of Low-Income, English Learners, and Foster Youth for in-person workshops + 2,200 duplicated participants in virtual one-time sessions in 2021-2022	1,883 parents of Low-Income, English Learners, and Foster Youth students participated in virtual or in-person workshops out of 2,093 unduplicated participant parents.	2,779 parents participated in virtual or in-person workshops in 2023-2024	1,800 parents
Parent Input in Decision Making Data Source: California Dashboard Rubric	Full Implementation in 2019/2020	Full Implementation	Full Implementation	Full Implementation	Full Implementation
Preschool Data Source: Student Information System	272 students enrolled in 2020-21	376 Students enrolled in 2021-2022	460 Students enrolled in 2022-2023	388 Students enrolled in 2023-2024	519 Students

Desired Results Developmental Profile - 2015 Data Source: DRDP Online	2021/2022 will be baseline	Social and Emotional Development - 51%, Language and Literacy Development - 41%, CognitionL Math - 50% Building later or Integrating later on the spring 2021-2022 administration	Social and Emotional Development - 72%, Language & Literacy Development 60%, Cognition: Math 65% Building Later/Integrating Earlier Level on the spring 2022-2023 administration	Social and Emotional Development - 67%, Language & Literacy Development 49%, Cognition: Math 56% Building Later/Integrating Earlier Level on the spring 2023-2024 administration	Outcome will be set after 2021-2022 school year *Social and Emotional Development - 80%, Language and Literacy Development - 80%, CognitionL Math - 80%*

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation for Goal 1.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, actions under Goal 1 showed varying degrees of effectiveness. The implementation of full-day preschool programs and partnerships with community agencies were fully implemented and effective in increasing early childhood education access, evidenced by sustained enrollment and family involvement. Efforts to recruit and retain qualified early childhood educators saw initial challenges but ultimately resulted in full staffing. Play-based learning curriculum implementation was also effective, contributing to improved student outcomes. Overall, the actions significantly advanced the goal of providing early support for children and families before starting school.

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

Goal 1; Action 7: *Build a Madera "Lighthouse For Children"* - This action has never been developed or further researched and has no budget allocated. This action will also not be carried forward to the new LCAP.
the community and not many agencies have joined the network, making it difficult to fully implement.

Goal 1; Action 9: *Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning development* - The Unite Us platform continues to be under development in the community and not many agencies have joined the network, making it difficult to fully implement.

Goal #2 **Demonstrate equity before equality providing resources based on student needs**

Goal #	Description
2	We believe in equity before equality which is why we expect that all students, including those with greater challenges, receive the highest quality learning experience and are expected to achieve at high levels. We provide additional, targeted, high-quality resources for students with the greatest needs because equity means giving everyone what they need to be successful. Students receive all necessary support and resources for academic, behavior, and social-emotional mastery. We expect resources used to create inviting schools for students and parents. We believe all students feel valued, loved, supported, and welcomed in our schools by all staff. All staffing assignments are made equitably, based on student needs. We have a district culture where all staff are passionate and want to inspire all students, particularly those with the greatest needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in "Good" Repair Measured by Facility Inspection Tool (FIT) Data Source: California Dashboard Rubric	0 instances where facilities do not meet the "good repair" standard 2019/2020	0 instances where facilities do not meet the "good repair" standard	0 instances where facilities do not meet the "good repair" standard	0 instances where facilities do not meet the "good repair" standard	0 instances where facilities do not meet the "good repair" standard
Suspension Rate (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 4.2% EL: 3.6% FY: 11.8% HY: 5.5% SWD: 7.8% in 2019/2020 (Pandemic shortened year)	ALL: 3.6% EL: 3.6% FY: 7.4% HY: 5.2% SWD: 6.4%	ALL: 3.7% EL: 3.4% FY: 8.4% HY: 5.1% SWD: 6%	ALL: 4.7% EL: 4.3% FY: 10.3% HY: 7.9% SWD: 7.1% in 2022-2023 (1-year lag)	ALL: 4.5% EL: 4.5% FY: 4.5% HY: 4.5% SWD: 4.5%
Expulsion Rate (EL = English learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 0.18% EL: 0.19% FY: 0.88% HY: 0.17% SWD: 0.43% in 2019/2020 (Pandemic shortened year)	ALL: 0.25% EL: 0.29% FY: 0.87% HY: 0.11% SWD: 0.41%	ALL:0 .3% EL: 0.3% FY: 1.5% HY: 0.9% SWD: 0.40%	ALL:0 .3% EL: 0.2% FY: 0.7% HY: 1.1% SWD: 0.4% in 2022-2023 (1-year lag)	ALL: 0.10% EL: 0.10% FY: 0.50% HY: 0.10% SWD: 0.25%
Safety and School Connectedness (Pupils) Data Source: Panorama Survey Results	6th-12th School Safety - 52%, School Belonging - 40%, School Climate - 38%, School Engagement - 21% in 2018/2019	6th-12th School Safety - 56%, School Belonging - 39%, School Climate - 39%, School Engagement - 23% in Spring of 2021/2022	6th-12th School Safety - 56%, School Belonging - 39%, School Climate - 39%, School Engagement - 22% in Spring of 2022/2023	6th-12th School Safety - 57%, School Belonging - 42%, School Climate - 42%, School Engagement - 25% in Spring of 2023/2024	6th-12th School Safety - 60%, School Belonging - 50%, School Climate - 50%, School Engagement - 35%

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation for all 26 Goal 2 actions.

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

Goal 2; Action 1: *Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences, and background -* 4 Days of Collaboration were transferred to be paid with ESSER funds (32140) and therefore the budget allocated through the LCFF was encumbered.

Goal 2; Action 2: *Develop an Inclusive and Equitable Culture -* Culture & Climate Coach positions were not hired due to lack of qualified candidates.

Goal 2; Action 3: *Develop systems to pair teachers based on student needs -* Per the MUSD Certificated Bargaining Agreement teachers transfers are voluntary unless there is an identified program need or school need, in that case teachers are paid a one time stipend to transfer. During the past year, no teachers were transferred based on either of those prioritized needs and therefore no funds were utilized to stipend teachers being transferred.

Goal 2; Action 4: *Maintain and Increase Extended Learning Opportunities for Students -* ELOP carryover was added after budget adoption, and the funds have now either been expended or encumbered as the state has allowed for districts to carryover ELOP funds until September of 2024.

Goal 2; Action 7: *Maintain and Expand Educational Services to Special Education Students -* Thirteen Speech & Language Pathologist positions not hired due to a lack of qualified candidates.

Goal 2; Action 9: *Maintain and Expand Interpretation and Translation Services -* four Spanish Translators not hired due to a lack of qualified candidates.

Goal 2; Action 11: *Fully implement the Madera Believes in Me plan (English Learner Students - English Learners) -* DLI Mentor stipends are paid with the Teacher Residency grant, funds not spent will carryover, grant expires 6/30/2026.

Goal 2; Action 12: *Begin development of new elementary school to reduce school sizes and caseload sizes for roles such as counselors, attendance secretaries, and other support roles. -* The budget was increased to cover the architect and engineering services for the new elementary school

Goal 2; Action 19: *California Community School Partnership Program Grants -* CCSSPP Grant - The district applied and was awarded a second CCSPP grant which was received this year. Funds not spent will be carried over, grant expires 6/30/2028.

Goal 2; Action 20: *School Climate Transformation Grant -* Funds not spent will carryover, grant expires 9/30/2024

Goal 2; Action 21: *School Based Mental Health Grant -* Funds not spent will carryover, grant expires 12/31/2027

Goal 2; Action 22: *Provide Transportation services at no cost to all students meeting the eligibility requirements -* Transportation staff salaries were increased per the Classified Salary Study approved by the board in October 2024 and therefore additional budget was necessary to cover the additional salary expenses.

Goal 2; Action 24: *Acquire Facilities and Develop Programs using Expanding Learning Opportunities Programs -* At this time, the land has been acquired to build an ELOP facility however the planning is slow moving and therefore the allocated funds have not been expended currently.

Goal 2; Action 26: *Expanding Learning Opportunities for Migrant Students -* A Migrant Coordinator was originally budgeted to be hired, but a change in staffing internally filled the duties assigned to that position and therefore the Migrant Coordinator position was not filled.

During the three-year LCAP cycle, actions under Goal 2 revealed a mix of implementation statuses and effectiveness. The action to develop relevant curriculum and instruction was fully implemented and considered effective, highlighting its positive impact on educational goals. Developing an inclusive and equitable culture was also fully implemented and rated highly effective, indicating substantial progress in fostering a supportive school environment. The effort to pair teachers based on student needs saw only initial implementation and was somewhat effective, suggesting limited progress and the need for further development.

Maintaining and increasing expanded learning opportunities was fully implemented and highly effective, contributing significantly to student engagement and learning. The narrative descriptions provide evidence of robust activities such as professional development plans, support for the Student Bill of Rights, and extensive after-school programs. However, the mixed effectiveness in some areas, such as teacher pairing, suggests that while substantial progress was made, certain actions require additional focus. Overall, the majority of actions were successfully implemented and demonstrated considerable effectiveness in advancing the goal. The data underscores the importance of continued support and refinement in specific areas to sustain and enhance progress in the future.

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

Goal 2; Action 4: *Maintain and Increase Expanded Learning Opportunities for Students* - Open enrollment for the 2024-2025 school year ASP was held during April and May of 2024 to allow for additional staffing, if needed, to further reduce or eliminate the need for waiting lists during the upcoming school year.

Goal 2; Action 5: *Implementation of Site Specific Intervention Budget* - There will be a significant change in the SPSA goals. This change comes because the LCAP goals need to be aligned with the SPSA goals. Also, there will be three different templates. CSI, ATSI, and SPSA with no conditions.

Goal 2; Action 24: *Acquire facilities and develop programs using Expanded Learning Opportunities Program* - Construction of the ELOP Events Center has been delayed due to the overall increase in construction costs. Additional funds will be required to complete the project.

Goal 2; Action 26: *Expanding learning opportunities for Migrant students* - There will be no contribution from Madera Unified to the Migrant Ed program for 2024-2025. The Migrant Education program is able to maintain the services necessary through Migrant Education Program funds. This is possible due to a decrease in administrative positions being hired. The Migrant Coordinator duties will be assigned to the Director of State and Federal Programs.

Goal #3 Provide a high-quality education with aligned curriculum & teaching

Goal #	Description
3	We believe all students entering and exiting any Madera Unified school will leave with the same quality education regardless of origin, neighborhood, the school they attend, or the teacher they have because the expectation is that all students learn at high levels. To ensure this, we provide instructional systems based upon internationally benchmarked student performance standards, ensure they exemplify the elements of the Madera Unified Graduate Profile, and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning happens through collaboration between teachers and administration, as well as Professional Learning Communities (PLC) that determine research-based instruction and assessment practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion Data Source: DataQuest	25.19% of graduates completed a CTE Pathway in 2019/2020	40.9% of graduates completed a CTE Pathway in 2020/2021 (1-year lag)	32.5% of graduates completed a CTE Pathway in 2021/2022 (1-year lag)	37.6% of graduates completed a CTE Pathway in 2022/2023 (1-year lag)	30%
CTE Pathway and A-G Completion Data Source: DataQuest	2020-2021 will be baseline	20.2% of graduates completed A-G Requirements and a CTE Pathway in 2020/2021 (1-year lag)	18.5% of graduates completed A-G Requirements and a CTE Pathway in 2021/2022 (1-year lag)	19.4% of graduates completed A-G Requirements and a CTE Pathway in 2022/2023 (1-year lag)	30%
College/Career Indicator (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 38.1% EL: 15.8% FY: 16.7% HY: 30% SWD: 4.8% prepared in 2019/2020	ALL: 36.5%* prepared In 2020/2021 (1-year lag) * Estimated; no official California Dashboard calculation	Not Reported In 2022	ALL: 40.1% EL: 7.7% FY: 10.5% HY: 16.3% SWD: 5.2% prepared in 2022/2023 (1-year lag)	ALL: 60% EL: 45% FY: 45% HY: 50% SWD: 35% prepared
Access to Standards–Aligned Instructional Materials Data Source: California Dashboard Rubric	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home in 2019/2020	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home
Implementation of State Standards Data Source: California Dashboard Rubric	Standard Met in 2019/2020	Standard Met	Standard Met	Standard Met	Standard Met
Access to and enrollment in a broad course of study Data Source: California Dashboard Rubric	Standard Met 2019/2020	Standard Met	Standard Met	Standard Met	Standard Met

Attendance Rates Data Source: CALPADS	94.96% in 2019/2020	87.44% in 2021/2022	91.80% in 2022/2023	90.56% in estimated 2023/2024	96%
Chronic Absenteeism Rate Data Source: California Dashboard	AL: 10.3% EL:7.4% FY:16.4% HY:14.7% SWD:14.5% in 2019/2020	ALL: 43.7% EL: 44.0% FY: 46.2% HY: 53.6% SWD: 52.5% in 2021/2022	ALL: 47.8% EL: 45.6% FY: 48.5% HY: 58% SWD: 60.3% in 2021/2022	ALL: 28.2% EL: 23.8% FY: 28.6% HY: 41.3% SWD: 37% in 2022/2023 (1-year lag)	ALL: 7.5% EL: 5% FY: 10% HY: 10% SWD: 10%
High School Dropout Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: DataQuest	ALL: 4.0% EL: 8.54% FY: 21.43% HY: 6.06% SWD: 3.45% in 2019/2020	ALL:4.3% EL: 10.4% FY: 28.6% HY: 5.3% SWD: 5.2% In 2020/2021 (1-year lag)	ALL:6.0% EL: 14.7% FY: 13.3% HY: 11.6% SWD: 11.6% in 2021/2022 (1-year lag)	ALL:5.6% EL: 14.2% FY: 18.8% HY: 13.3% SWD: 8.4% in 2022/2023 (1-year lag)	ALL: 3% EL: 7% FY: 15% HY: 5% SWD: 2%
Middle School Dropout Rate Data Source: CALPADS	0.03% in 2019/2020	0.03% In 2020-2021(1-year lag)	0.06% In 2021-2022	0.01% In 2023-2024	0.02%
High School Graduation Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: 92.4% EL: 82.3% FY: 57.1% HY: 90.9% SWD: 80.5% In 2019/2020	ALL: 93.3% EL: 85.4% FY: 64.3% HY: 92.4% SWD: 84.5% In 2020/2021 (1-year lag)	ALL: 91.9% EL: 80.5% FY: 73.3% HY: 80.4% SWD: 91.1% In 2021/2022 (1-year lag)	ALL: 90.5% EL: 74% FY: 73.7% HY: 84.3% SWD: 76.5% In 2022/2023 (1-year lag)	ALL: 95% EL: 87.5% FY: 80% HY: 95% SWD: 95%

Goal Analysis

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

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

Goal 3; Action 4: *Implementation of assessment and monitoring system* - Support resources have been added in the form of an Assessment Department Resources website providing asynchronous and in-person resources and supports for NWEA assessment and data literacy. The department has also branched out by providing further professional learning and resources in Illuminate (formative), State Interim (IAB), and State testing (summative) assessment and data literacy.

Goal 3; Action 12: *Advanced Learner Academy at all Elementary Schools* - This has only been offered at all elementary and K-8 schools. There are no plans to expand this to middle and high schools since there are advanced courses that exist there. There are currently five (5) sites who have not found a teacher to take the lead on this action. We will continue to work with sites and offer assistance until each site has a teacher to lead this program.

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

Goal 3; Action 3: *Implementation of Board approved guaranteed and viable curriculum -* Budget for In-service sub teachers was not utilized as planned because the Secondary Curriculum & Instruction Department was unable to provide the planned number of professional development sessions due to staffing in the department (no Secondary CIA Director, Science DAC, or Math DAC).

Goal 3; Action 4: *Identify and select common best practices for Instruction -* There was significantly more Professional Development sessions offered to elementary school teachers addressing both Early Literacy and Math Scope and Sequence in grades K-6.

Goal 3; Action 9: *Implementation of additional credit recovery sections to be offered in Zero to 7th period -* A number of zero and seventh period classes were offered to high school students at the beginning of the school year. Many credit recovery sections were collapsed due to a lack of enrollment.

Goal 3; Action 10: *Implement and expand summer school opportunities -* The intersession and summer school programs have expanded to accommodate the student's demands.

Goal 3; Action 11: *Professional Learning and Support for staff working directly with Newcomer Students TK-12 -* Only the newcomers curriculum was purchased this year and the teacher professional development will be happening over the summer and continuing into the next school year.

Goal 3; Action 12: *Advanced Learning Academy at all Elementary Schools -* Advanced Learners at all K-6 and K-8 school started late in the school year and school sites have struggled to find staff willing to support the program as it happens outside of the regular school day.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the specific actions under Goal 3 showed varied effectiveness in making progress toward the goal. Actions such as adopting the Graduate Profile and implementing Board-approved curricula were rated as "Effective" with continuous monitoring and support leading to positive outcomes. However, some actions like identifying common best practices were only "Somewhat Effective," with mixed results observed in student performance metrics. Overall, while some initiatives reached full implementation and demonstrated clear benefits, others highlighted areas needing further development and adjustment.

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

Goal 3; Action 4: *Implementation of assessment and monitoring system -* In 2023-24 we hired one additional Assessment and Data Support Specialist as well as an additional classified Assessment Technician to support the required work. For the 2024-25 SY, we will be onboarding another Assessment and Data Support Specialist. We expect to be better equipped to meet the requests for support from sites and departments next year due to this improved staffing.

Goal 3; Action 7: *Development and Implementation of 7-period day in middle and high school -* Currently in the planning stages to implement a 7-period day at the high school level.

Goal 3; Action 10: *Implement and expand summer school opportunities -* Parent communication and marketing has been refined to clarify the distinction between academic summer school and summer enrichment opportunities, ensuring students can select the programs to best meet their learning needs.

Goal #4 **Recruit and retain highly qualified staff**

Goal #	Description
4	We believe that all staff receives the support that they need to do their job and that teachers experience high-quality coaching and mentoring, understand and implement research-based and culturally responsive instructional practices so that all students can learn, and that they truly believe students of every ethnicity, socioeconomic status, gender, and ability can learn at high levels. New teachers to our district receive effective mentoring, guidance, and support through a comprehensive Teacher Support and Mentor Program with developmentally appropriate conditions, resources, and supports that allow for equitable teaching and learning tailored to meet their varying needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully Credentialed and Appropriately Assigned Teachers Data Source: Internal Human Resource Information System	2.28% Misassignment rate in 2020/2021	3.64% Misassignment rate in 2021-2022	0.99% Misassignment rate in 2022-2023	1.00% Misassignment rate in 2023-2024	1% Misassignment rate
CAASPP ELA (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: -36.6 DF3 EL: -57.7 DF3 FY: -68.4 DF3 HY: -61.6 DF3 SWD: -111.8 DF3 in 2018/2019	The NWEA MAP Growth Reading assessment was administered in lieu of CAASPP ELA in 2020-2021 (1-year lag)	ALL: -51.7 DF3 EL: -60.1 DF3 FY: N/A DF3 HY: -24.6 DF3 SWD: -87.2 in 2021-2022 (1-year lag)	ALL: -52.2 DF3 EL: -81.9 DF3 FY: 77.1 DF3 HY: -85.2 DF3 SWD: -126.4 in 2022-2023 (1-year lag)	ALL: 10 DFS EL: 0 DFS FY: 0 DFS HY: 0 DFS SWD: -5 DFS
CAASPP Math (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: -74.7 DF3 EL: -86.3 DF3 FY: -95.5 DF3 HY: -86.5 DF3 SWD: -145.3 DF3 in 2018/2019	The NWEA MAP Growth Math assessment was administered in lieu of CAASPP Math in 2020-2021 (1-year lag)	ALL: -100.6 DF3 EL: -148.5 DF3 FY: N/A DF3 HY: -126 DF3 SWD: -176.3 DF3 in 2021-2022 (1-year lag)	ALL: -93.6 DF3 EL: -111.1 DF3 FY: 108.9 DF3 HY: -119.3 DF3 SWD: -157.9 DF3 in 2022-2023 (1-year lag)	ALL: -5 DFS EL: -15 DFS FY: -15 DFS HY: -15 DFS SWD: -25 DFS
California Science Test Met or Exceeded Standard (EL = English Learner; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: DataQuest	ALL: 15.74% EL: 0.94% FY: N/A HY: 14.37% SWD: 4:14% Met or Exceeded Standard in 2018/2019	MUSD deemed that it was not viable to administer the CAST in 2020-21, Per CDE, there is no other local assessment option available to replace the CAST (1-year lag)	ALL: 12.9% EL: 1.21% FY: 9.52 HY: 8.33% SWD: 2:20% Met or Exceeded Standard in 2021/2022	ALL: 14.8% EL: 1.5% FY:25% HY: 6.1% SWD: 3.7% Met or Exceeded Standard in 2022/2023 (1-year lag)	ALL: 25% EL: 10% FY: 25% HY: 25% SWD: 15% Met or Exceeded Standard
A-G Completion Data Source: DataQuest	35.86% of graduates in 2019/2020	46.8% of graduates in 2020/2021 (1-year lag)	40.5% of graduates in 2021/2022 (1-year lag)	47.1% of graduates in 2022/2023 (1-year lag)	45%

% of English Learner who made progress toward English Proficiency measured by ELPAC Data Source: California Dashboard	48.6% making progress towards English language proficiency in 2018/2019	56.8% making progress towards English language proficiency (estimated; preliminary results & internal calculation) in 2021/2022	48.7% making progress towards English language proficiency 2022/2023	49.3% making progress towards English language proficiency 2023/2024	55%
English Learner Reclassification Rate Data Source: DataQuest	20.90% in 2019/2020	5.9% estimated in 2021/2022	23.5% estimated in 2022-2023	2022-2023 Data Revision 9.8% 12.3% estimated in 2023-2024	25%
Passage of AP Exam with a score of 3 or higher Data Source: CollegeBoard AP Central	56.30% in 2019/2020	33.4% in 2020/2021 (1-year lag)	31.1% in 2021/2022 (1-year lag)	29.3% in 2022/2023 (1-year lag)	60%
EAP % Students Prepared for College ELA (EL = English Learner students; FY = Foster youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: DataQuest	ALL: 44.96% EL: 2.68% FY: N/A HY: 31.43% SWD: 12% in 2018/2019	The NWEA MAP Growth Reading assessment was administered in lieu of CAASPP ELA in 2020-2021 (1-year lag)	ALL: 47.06% EL: 12.47% FY: 20.64% HY: 27.79% SWD: 15.61% In 21-22 (1-year lag)	ALL: 31.6% EL: 10.22% FY: 20.69% HY: 17.92% SWD: 6.20% In 22-23 (1-year lag)	ALL: 55% EL: 10% FY: 40% HY: 40% SWD: 20%
EAP % Student Prepared for College Math (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: DataQuest	ALL: 12.76% EL: 1.71% FY: N/A HY: 20.59% SWD: 1.01% in 2018/2019	The NWEA MAP Growth Math assessment was administered in lieu of CAASPP Math in 2020-2021 (1-year lag)	ALL: 33.38% EL: 9.71% FY: 10.30% HY: 15.90% SWD: 11.41% in 2021/2022 administration	ALL : 17.46% EL: 7.85% FY: 14.29% HY:10.67% SWD: 4.86% In 2022-2023 (1-year lag)	ALL: 25% EL: 10% FY: 30% HY: 30% SWD: 10%

| NWEA Growth Target Met Progress
Data Source: NWEA Assessment Results | Reading
ALL: Pending%
EL: Pending%
FY: Pending
HY: Pending%
SWD: Pending%
Mathematics
ALL: Pending%
EL: Pending%
FY: Pending
HY: Pending%
SWD: Pending%
in 2020/2021 | Reading
ALL: 33.1%
EL: 35.0%
FY: 35.6%
HY: 32.9%
SWD: 28.1%
Mathematics
ALL: 31.0%
EL: 33.5%
FY: 31.3%
HY: 30.3%
SWD: 25.5% met their better target by the Spring 2021-2022 administration

Reading
ALL: 40.5%
EL: 42.2%
FY: 38.9%
HY: 41.7%
SWD: 34.0%
Mathematics
ALL: 38.3%
EL: 40.9%
FY: 40.4%
HY: 37.1%
SWD: 32.1% met their good target by the Spring 2021-2022 administration | Reading
ALL: 40.5%
EL: 42.2%
FY: 38.9%
HY: 41.7%
SWD: 34.0%
Mathematics
ALL: 38.3%
EL: 40.9%
FY: 40.4%
HY: 37.1%
SWD: 32.1% met their good target by the Spring 2022-2023 administration | Reading
ALL: 38.5%
EL: 39.6%
FY: 33.9%
HY: 36.4%
SWD: 35.7%
Mathematics
ALL: 42.1%
EL: 37.8%
FY: 45.7%
HY: 41.0%
SWD: 36.8% met their good target by the Spring 2023-2024 administration | ALL: 70%
EL: 70%
FY: 70%
HY: 70%
SWD: 70%
both for Reading and Mathematics on their best target |
| Grade Level Readiness Growth Target Met Progress
Data Source: NWEA Assessment Results | Reading
ALL: Pending%
EL: Pending%
FY: Pending
HY: Pending%
SWD: Pending%
Mathematics
ALL: Pending%
EL: Pending%
FY: Pending
HY: Pending%
SWD: Pending%
in 2020/2021 | Due to the challenges with the COVID pandemic, this indicator was not prioritized; NWEA Growth Target Met Progress (above) was prioritized | Due to challenges with the COVID pandemic, this indicator was not prioritized; NWEA Growth Target Met Progress (above) was prioritized | Due to challenges with the COVID pandemic, this indicator was not prioritized; NWEA Growth Target Met Progress (above) was prioritized | Reading
ALL: Pending%
EL: Pending%
FY: Pending
HY: Pending%
SWD: Pending%
Mathematics
ALL: Pending%
EL: Pending%
FY: Pending
HY: Pending%
SWD: Pending%

Outcome to be set after 2022-2023 school year |

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation for Goal 4.

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

Goal 4; Action 1: *Re-establish and Maintain the Teacher Support and Mentor Program -* Not all mentor positions were filled

Goal 4; Action 2: *Create a professional development system for the Mentor Teacher Support Program -* At this time no such system of professional development has been created for the Mentor Teacher Support Program.

Goal 4; Action 3: *Hire Teachers focused on providing students with specialty courses such as VAPA, STEM and Music, including CTE for 8th graders at MadTEC -* The expenditure difference is due to vacant teacher positions due to lack of qualified candidates.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, actions under Goal 4 showed varying levels of effectiveness. The re-establishment of the New Teacher Support and Mentor Program and the creation of professional development systems were effectively implemented, leading to improved teacher support and training. Hiring teachers to provide students with comprehensive art and music education saw initial challenges but ultimately progressed toward the goal. Efforts to recruit and retain teachers through salary increases and support programs were effective, enhancing teacher satisfaction and reducing turnover. Overall, these actions significantly contributed to improving teacher quality and retention.

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

The actions and desired outcomes of Goal 4 will mostly be present in the new LCAP for the coming year. Still, the framing of the goal will be based around effective learning environments for students with the acknowledgment that in order to achieve the goal, Madera Unified will need to continue to provide all staff the support that they need to do their job and that teachers experience high-quality coaching and mentoring, and to understand and implement research-based and culturally responsive instructional practices so that all students can learn.

Goal #5 Incentives & support to continuously improve performance

Goal #	Description
5	We believe our entire organization is a place in where teachers and support staff are treated as professionals, with incentives and support to continuously improve their professional practices and the performance of all students. A career ladder system with levels of support to develop skills and incentivize a commitment to continuous growth for all within the organization, including students, teachers, administrators, and support staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher PLC Evaluation Data Source: Internal Rubric	2021-2022 will be baseline	Teacher PLC Evaluation system not implemented in 2021-2022	Teacher PLC Evaluation system not implemented in 2022-2023	Teacher PLC Evaluation system not implemented in 2023-2024	Outcome will be set after ~~2021-2022 2022-2023~~ 2023-2024 school year
Rate of Teacher Vacancies Data Source: Internal Human Resource Information System	2021-2022 will be baseline	0.63% in 2021-2022 at CBEDS	0.99% in 2022-2023	2.00% in 2023-2024	Outcome will be set after 2021-2022 school year *0.00%*
Rate of Voluntary Resignations Data Source: Internal Human Resource Information System	2021-2022 will be baseline	5.22% in 2021-2022	4.2% in 2022-2023	4% in 2023-2024	Outcome will be set after 2021-2022 school year *1%*

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation for Goal 5 actions.

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

Goal 5; Action 4: *Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities -* The district developed the Strategic Action Plan (SAP) stipend for teachers who were on the SAP team and this past year it was increased to attract highly qualified, experienced educators to the strategic action planning teams.
Goal 5; Action 7: *Design & Implement Student Champion Course -* The student champion course is provided to every new employee during their hire orientation. This requires the district to pay new employees for this participation as it is on non-contracted time.
Goal 5; Action 9: *Develop career ladder for Classified staff with an emphasis on transitioning paraprofessionals to become certified teachers -* MUSD was awarded a grant through the California Commission for Teacher Credentialing (CTC); which was for classified employees to pursue earning a teacher credential. The grant amount was reduced to $28,315 based on the prior year reporting (the number of participants enrolled was less than projected when completing the grant). If the funds are not spent this year, they will carry over to future fiscal years.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, actions under Goal 5 showed mixed effectiveness. Redesigning the school day for embedded professional learning and providing opportunities for staff collaboration were highly effective, resulting in improved growth in student performance and staff engagement. While initial implementation of pathway opportunities for students progressed through partnerships and curriculum development, further effectiveness data was limited. Professional learning actions saw some success but require ongoing improvement to fully meet the goal. Overall, these actions made notable progress in enhancing instructional practices and collaborative opportunities.

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

The actions and desired outcomes of Goal 5 will mostly be present in the new LCAP for the coming year but the framing of the goal will be based around effective learning environments for students with the acknowledgement that to achieve the goals, Madera Unified will need to continue to support both teachers and support staff to continuously improve their professional practices and the performance of all students.

Goal #6 High-Quality Operational Services

Goal #	Description
6	The district services connected to high-quality organizational & operational services directly contribute to all Madera Unified School District Goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
See metrics above for each of the district goals	N/A	N/A	N/A	N/A	N/A

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation for Goal 6.

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

Goal 6; Action 2: *Child Nutrition Services* - The Fresh Fruit & Veggie grant and the Supply Chain Assistance funds were added after the budget adoption. Funds not spent will carry over to future years.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, actions under Goal 6 demonstrated consistent effectiveness. Operational Services and Child Nutrition Services were fully implemented and sustained, providing essential support for a conducive learning environment. Maintenance and Operations services were highly effective in maintaining school facilities, while Child Nutrition Services improved student well-being by providing nutritious meals. Overall, these actions significantly contributed to creating safe and welcoming schools, making substantial progress toward the goal.

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

Madera Unified strives to continue to maintain high-quality operational services, and this goal will be carried forward to the new LCAP.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set

of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

</div>

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

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera Unified School District	Sheryl Sisil, Associate Superintendent of Educational Services	sherylsisil@maderausd.org (559) 675-4500

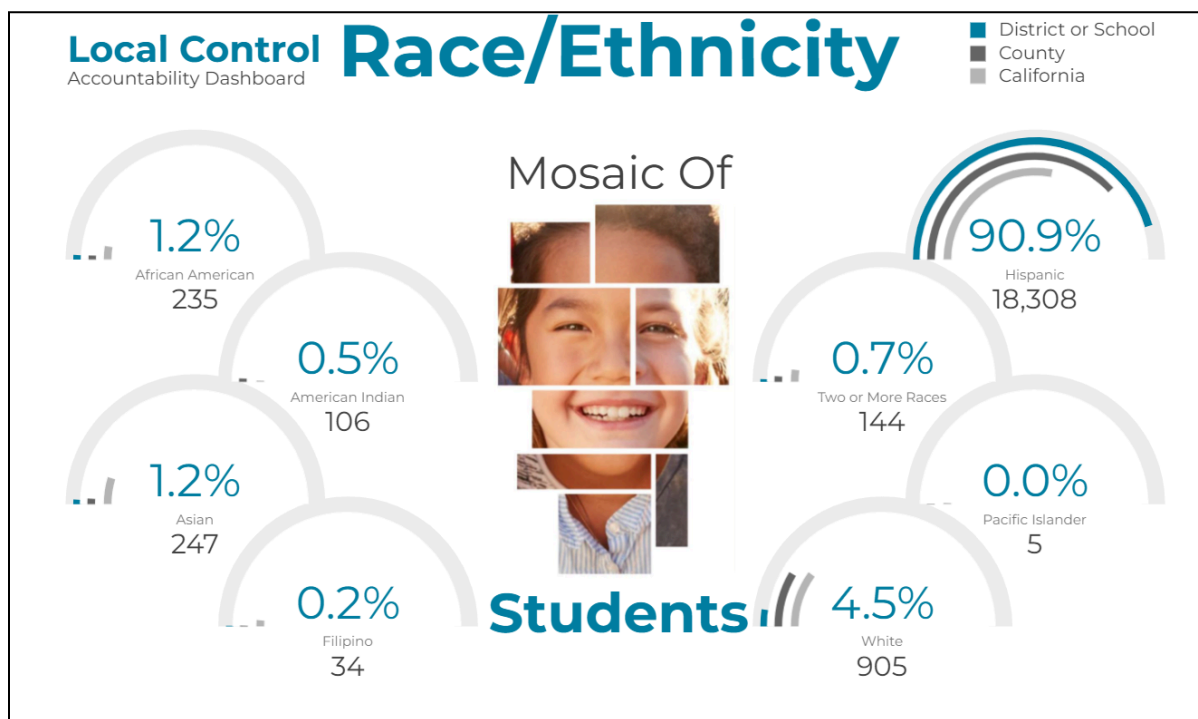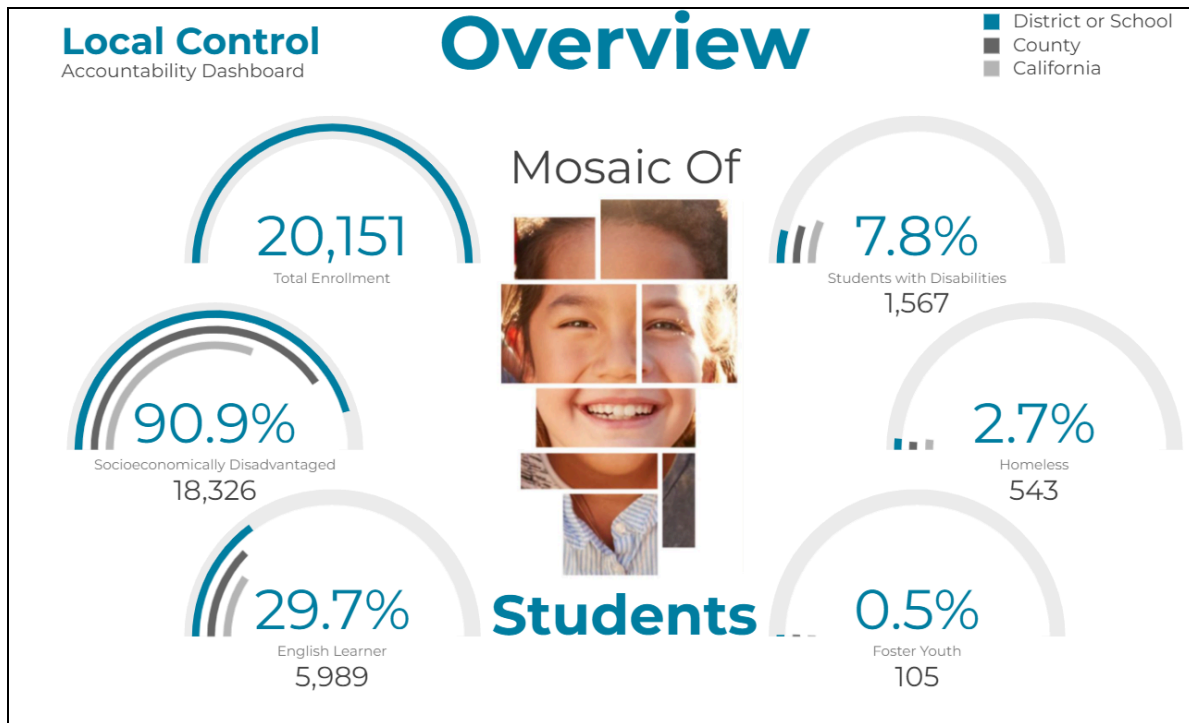# Plan Summary 2024-2025

General Information

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

Madera Unified School District (MUSD) is located in the geographic center of California in a growing community of 68,000. Our district serves over 20,000 students and has approximately 3,800 employees. Madera Unified is comprised of 29 schools. Currently, there are 18 elementary schools, three comprehensive middle schools, one project based learning, career themed school for 8th grade students, one alternative high school, three comprehensive high schools, one community day school, one TK-12 Independent Study and one adult school.

Madera Unified serves a community with a diverse population of students and their families. Some highlights include over 90% of Madera Unified students are socioeconomically disadvantaged, 30% of students are considered English Learners, and nearly 91% identify as Hispanic.

Local Control Accountability Dashboard

Overview

Mosaic Of

- District or School
- County
- California

20,151
Total Enrollment

7.8%
Students with Disabilities
1,567

90.9%
Socioeconomically Disadvantaged
18,326

2.7%
Homeless
543

29.7%
English Learner
5,989

Students

0.5%
Foster Youth
105

Local Control Accountability Dashboard

Race/Ethnicity

Mosaic Of

- District or School
- County
- California

1.2%
African American
235

90.9%
Hispanic
18,308

0.5%
American Indian
106

0.7%
Two or More Races
144

1.2%
Asian
247

0.0%
Pacific Islander
5

0.2%
Filipino
34

Students

4.5%
White
905

We are guided by a powerful vision: "Madera Unified will set the standard for hard work, creativity, and resiliency with a fearless drive to continuously improve." On March 26, 2019, the Madera Unified Board of Education adopted the new MUSD Compact. The MUSD compact includes the district's vision, mission, and core values (see below). It reflects district leadership's focus and plans to increase student achievement.

Madera Unified Community Compact

This Madera Unified Community Compact acknowledges our guarantee to all stakeholders - trustees, taxpayers, community partners, students, parents, staff, and leadership - that our identity and philosophy are built upon our best traditions and aligns modern student needs with the highest level research and professional learning. The MUSD Governing Board believes in fair and equitable opportunities to empower students to learn deeply and live long healthy lives with the widest array of career opportunities. In ever-changing times, the MUSD Governing Board believes in ongoing collaboration with stakeholders to continuously improve student outcomes and college and career readiness.

MUSD Governing Board of Trustees' Goals

+ Clarity & Consistency at All Levels
+ Changing Perceptions & Mindsets of Staff & Community
+ Excellence in All Things

Our Vision

Madera Unified will set the standard for hard work, creativity and resiliency with a fearless drive to continuously improve.

Our Mission

We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially and personally transformative.

Our Belief Statement

Madera Unified is where students are challenged to broaden their vision, inspired by meaningful opportunities and strive for authentic achievements.

Our Creed

WE BELIEVE in…

★ Strong relationships between students, staff, parents and our community

★ Rigorous expectations for ALL students with proper supports and opportunities to achieve mastery

★ Collaboratively planned relevant, challenging, and creative lessons

★ Intrinsic motivation through curiosity, creativity, and choice

★ Intentionally engaging classrooms and active learning

★ Strong civic engagement through service learning

★ The highest student achievement in all areas

★ An orderly learning environment with dynamic school cultures

★ A financially sound & effective organization

Our Core Values

These questions frame our decisions when considering expenditures and initiatives. During our Executive Cabinet meetings, we ask ourselves each question aloud and invite debate. We want our budget, programs, and priorities to be aligned to our vision, mission, goals, beliefs, and values to ensure we're moving the district in a positive direction our community and trustees believe in and support.

Equity Before Equality *Will this prioritize equity before equality?*	**Student Centered Decision Making** *Is this focused on students' needs?*	**Collaborative Culture** *Will this facilitate a collaborative culture in our district?*
Excellence for All *Will this promote excellence for all?*		
Learning Organization *Will this further the development of our learning organization?*	**Community Relationships** *Will this foster and deepen relationships with our community partners?*	**Results Oriented** *Will this be measured effectively and be results oriented?*
HONESTY + COMPETENCY = TRUST		

MUSD Board Approved: 3-26-19

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The students and staff of Madera Unified School District have experienced historic levels of success over the past five years. An entirely new standard of excellence has been established which has brought honor and pride to the entire community. The Local Control Funding Formula has provided our Governing Board of Trustees resources to address Leslie Cornfeld's observation, "Talent is equally distributed, opportunity is not." For decades Madera's students experienced limited access to career technical education, school libraries, music, arts, athletics and activities due to scarce disposable household income. Our successes were inevitably unpredictable and based mostly on inspirational leadership that went well beyond what was expected or resourced by the district's budget and leadership.

In the post-pandemic era, Madera Unified elementary teachers offer students art, music, STEM, dramatic literacy, and physical education all taught by experts. This also affords classroom teachers professional planning and preparation time that mirrors that of high performing nations and is not found regionally. Next year our secondary teachers will experience a similar opportunity to collaboratively plan and prepare as all of our 7th-12th grade students experience an extra (7th period) in their schedule. Multilingual learners who formerly were locked out of desirable electives due to required English Language Development courses, will have new opportunities to

learn. Those students who want to challenge themselves with advanced courses in dual enrollment or Advanced Placement will have more opportunity as well.

Our mission demands actions to develop an unparalleled educational journey that is transformational. CTE students and teachers compete at the highest levels of the state and nation each year. We have state officers, national championships, and even world class competitors in areas ranging from FFA to FIRST Robotics. Our arts and activities students are renowned for their ability to inspire their entire school community with their expression, talent, and innovations. We have a growing sense of pride in alternative education and all three "pyramids" (high school feeder systems). Our students, staff, and leaders have all embraced the concept of *three high schools, one community.*

On the California dashboard we achieved substantial 5.8 points growth in mathematics. Significant subgroups showed improvements such as African American students increased by 17 points, foster youth by 34.6 and students with disabilities by 8 points. 13 schools have recently achieved either *green* or *blue.* We also showed dramatic improvement in chronic absenteeism with a decline of 19.6%. These areas represent the focus of our leaders whether through a renewed effort in the guaranteed curriculum, implementation of the CA EL Roadmap, or implementation of California Community Schools Partnership Grant. This document represents goals and actions to make substantial progress in every area of need as indicated on the California Dashboard.

Based on the California School Dashboard the following school and/or student groups earned the lowest performance level (red):

Districtwide Student Groups earning the lowest performance level

Dashboard Indicator	Student Group	Addressed in the following action
Graduation Rate	English Learner	Required Action - Goal #4, Action #3
Mathematics	English Learner Homeless Students with Disabilities	Required Action - Goal #4, Action #10
English Language Arts	English Learner Homeless African American	Required Action - Goal #4, Action #9
Suspension Rate	Homeless Foster Youth African American	Required Action - Goal #3, Action #7

Schools earning an overall rating in the lowest performance level

Dashboard Indicator	School	Addressed in the following action
English Language Arts	Nishimoto Elementary King Middle School Furman ISP	Required Action - Goal #4, Action #9
Mathematics	Desmond Middle School Jefferson Middle School King Middle School Torres High School Furman ISP	Required Action - Goal #4, Action #10
Suspension Rate	Howard Elementary	Required Action - Goal #3, Action #9

	Alpha Elementary King Middle School Mt. Vista Continuation High School Ripperdan Community Day School	
Chronic Absenteeism	Furman ISP Lincoln Elementary School	Required Action - Goal #3, Action #1
English Learner Progress Indicator	Pershing Elementary School Alpha Elementary School King Middle School	Required Action - Goal #1: Action #2

Student Groups within a school earning the lowest performance level

Dashboard Indicator	School	Student Group	Addressed in the following action
English Language Arts	Howard Elementary	English Learner	Required Action - Goal #4, Action #9
	Adams Elementary	English Learner Students w/ Disabilities	
	Rose Elementary	English Learner	
	Lincoln Elementary	English Learner	
	Millview Elementary	English Learner	
	Chavez Elementary	English Learner	
	Dixieland Elementary	Socioeconomically Disadvantaged English Learner	
	Nishimoto Elementary	Socioeconomically Disadvantaged Hispanic English Learner	
	Sierra Vista Elementary	Students w/ Disability	
	Jefferson Middle School	English Learner	
	Desmond Middle School	Students w/ Disability	
	King Middle School	Socioeconomically Disadvantaged Hispanic English Learner Students w/ Disability	
	Furman ISP	Socioeconomically Disadvantaged Hispanic	
Dashboard Indicator	**School**	**Student Group**	**Addressed in the following action**
Mathematics	Adams Elementary	Students w/ Disability	Required Action - Goal #4, Action #10
	Rose Elementary	Students w/ Disability	
	Dixieland Elementary	English Learner	
	Nishimoto Elementary	Students w/ Disability	
	Sierra Vista Elementary	Students w/ Disability	

	Desmond Middle School	Socioeconomically Disadvantaged Hispanic English Learner Students w/ Disability	
	Jefferson Middle School	Hispanic English Learner	
	King Middle School	Socioeconomically Disadvantaged Hispanic English Learner Students w/ Disability	
	Torres High School	Socioeconomically Disadvantaged Hispanic	
	Furman ISP	Socioeconomically Disadvantaged Hispanic	
Dashboard Indicator	**School**	**Student Group**	**Addressed in the following action**
Suspension Rate	Berenda Elementary	Students w/ Disability	Required Action - Goal #3, Action #7
	Sierra Vista Elementary	Hispanic	
	Howard Elementary	Socioeconomically Disadvantaged Hispanic English Learner Students w/ Disability White	
	Alpha Elementary	Socioeconomically Disadvantaged Hispanic English Learner Students w/ Disability	
	Jefferson Middle School	English Learner Students w/ Disability Homeless White	
	King Middle School	Socioeconomically Disadvantaged Hispanic English Learner Homeless	
	Mt. Vista Continuation HS	Socioeconomically Disadvantaged Hispanic English Learner	
	Ripperdan CDS	Socioeconomically Disadvantaged Hispanic	
Dashboard Indicator	**School**	**Student Group**	**Addressed in the following action**

Chronic Absenteeism	Lincoln Elementary	Asian	Required Action - Goal #3, Action #1
	Furman ISP	Socioeconomically Disadvantaged Hispanic English Learner	

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance

Differentiated Assistance

Per the California School Dashboard, Madera Unified School district was identified eligible for differentiated assistance in the following areas:

Student Group Report for 2023

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Yellow	Orange	Green	Orange	Yellow	Medium
English Learners	Yellow	Yellow	Orange	Red	Red	Red	Very Low
Foster Youth	N/A	Orange	Red	Orange	Orange	Orange	Low
Homeless	N/A	Yellow	Red	Green	Red	Orange	Low
Socioeconomically Disadvantaged	N/A	Yellow	Orange	Yellow	Orange	Orange	Medium
Students with Disabilities	N/A	Yellow	Orange	Yellow	Orange	Orange	Very Low
African American	N/A	Yellow	Red	--	Red	Orange	--
American Indian or Alaska Native	N/A	Orange	Orange	--	Orange	Red	--
Asian	N/A	Yellow	Yellow	--	Green	Yellow	--
Filipino	N/A		Blue	--	--	--	--
Hispanic	N/A	Yellow	Orange	Orange	Orange	Orange	Medium
Native Hawaiian or Pacific Islander	N/A	N/A	--	N/A	--	--	N/A
White	N/A	Yellow	Orange	Green	Orange	Yellow	Medium
Two or More Races	N/A	Yellow	Yellow	--	Orange	Yellow	--

A district work team was convened to determine a focus indicator for differentiated assistance and mathematics was chosen. The work team was walked through a series of improvement science protocols to develop the following:

- Identification of and creation of a problem statement
- Completed fishbone centered around the problem statement
  - Root causes
  - Contributing factors
- Highest root cause selection
- Driver diagram
  - Improvement aim
  - Primary drivers

A district level change idea and school site level change idea were selected and they will then implement their change idea throughout the following 2 school years with various Plan, Do, Study, Act cycles throughout each school year. Improvement science process documentation can be found below:

- Madera Unified School District - https://shorturl.at/at7jV

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

> A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Duane E. Furman Independent Study
Martin Luther King Jr. Middle School
Ripperdan Community Day School

Support for Identified Schools

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

Each school has been walked through a series of improvement science protocols (generally 3 meetings, around 2 hours in duration each) to develop the following:

- Identification of and creation of a problem statement
- Completed fishbone centered around the problem statement
  - Root causes
  - Contributing factors
- Highest root cause selection
- Driver diagram
  - Improvement aim
  - Primary drivers
  - Secondary drivers
  - Change idea selection

School sites will then implement their change idea throughout the following 2 school years with various Plan, Do, Study, Act cycles throughout each school year. Improvement science process documentation can be found below for each school site:

- Duane E. Furman Independent Study - https://shorturl.at/auQX2
- Martin Luther King Jr. Middle School - https://shorturl.at/Ej39h
- Ripperdan Community Day School - https://shorturl.at/ajBP2

Monitoring and Evaluating Effectiveness

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

The California School Dashboard will be used further to monitor the overarching progress of the specific indicators annually. However, Madera Unified will use local-level assessments to monitor the progress of results throughout the year through our Madera Learning System (MLS). The MLS was created through the collective involvement and buy-in of key parties throughout the district. The MLS articulates a clear set of higher expectations than what exists within the state accountability system, The California Dashboard. The MLS is a multiple-measure system to monitor three core components: Academics, Engagement, and Management. Each component is rated along multiple metrics, generating a summative score for each element that captures the area's health at the school site.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parent Advisory Committee	Madera Unified held Parent Advisory Committee (PAC) meetings to gather their feedback on the LCAP. The feedback was compiled and presented to the Board and superintendent at the April 23, 2024 board meeting. The superintendent provided a written response to the committee that was presented at the May 8, 2024 PAC meeting. Meetings held and voting member attendance: 10/4/23; 14 Voting Members 11/1/23; 21 Voting Members 1/17/24; 19 Voting Members 2/7/24; 25 Voting Members 3/6/24; 22 Voting Members 4/10/24; 22 Voting Members 5/8/24;16 Voting Members Total Voting Member Attendance: 139
Student Voice	Madera Unified engaged high school students in developing the LCAP through an innovative Parsec Real platform approach. Students were invited to provide feedback via video, audio, or text submissions on the platform from April 14th-30th, 2024, addressing a series of specific questions designed to gather insightful and personal responses. Here are the themes gathered from the feedback by school site (at this time there are no responses from Mt. Vista Continuation HS). Madera High School Theme 1: Adjustments in workload, scheduling, and the inclusion of extracurricular activities tailored to personal interests are necessary to support student well-being and engagement Theme 2: The presence of a supportive and inclusive school environment, emphasizing safety and well-being, is essential for a positive experience Theme 3: Social connections, including friendships and positive relationships with peers and teachers, are key motivators for school attendance Theme 4: Interactive and engaging teaching methods significantly improve learning experiences Theme 5: Cultural representation and inclusion in school activities foster a sense of belonging and enhance student identity Madera South High School Theme 1: Balancing academic demands with personal life and ensuring student involvement in decision-making are vital for a supportive educational experience Theme 2: The need for improved school facilities, including better resources and mental health support, is critical Theme 3: Enhanced security and welcoming measures are essential for a positive school environment Theme 4: Hands-on and culturally inclusive learning experiences significantly enhance student engagement and sense of belonging

	Theme 5: Social connections and engaging activities are key motivators for school attendance and enjoyment Torres High School Theme 1: Cultural representation and inclusivity in school activities and curriculum enhance student engagement, pride in heritage, and foster a welcoming environment Theme 2: Parental influence, expectations, and supportive relationships play a key role in motivating students to attend school and achieve academically Theme 3: Hands-on, interactive, and engaging teaching methods significantly improve learning experiences, student participation, and enjoyment in education Theme 4: A supportive, safe, and inclusive school environment, alongside improved facilities and policies, is crucial for student well-being, academic success, and satisfaction Theme 5: Friends and social connections are key motivators for school attendance, enhancing the learning experience and fostering a sense of belonging Furman High School Theme 1: Social connections and friendships significantly influence school attendance Theme 2: A welcoming and inclusive school environment fosters positive feelings and safety Theme 3: Engagement and enjoyment in learning are enhanced by interactive and culturally relevant teaching methods Theme 4: The need for improved school facilities and resources is evident Theme 5: Motivation for school attendance varies from academic interests to personal relationships and cultural representation Ripperdan Community Day School Theme 1: Need for improved school facilities and resources Theme 2: School food quality and diversity in elective classes are essential for student satisfaction Theme 3: Positive relationships and safety measures enhance school experience Theme 4: Desire for more engaging and culturally relevant school activities Theme 5: Motivation for school attendance varies from academic interests to social interactions
District English Language Advisory Committee	Madera Unified held District English Learner Advisory Committee (DELAC) meetings to gather their feedback on the LCAP. The feedback was compiled and presented to the Board and superintendent during a board meeting. The superintendent provided a written response to the committee. Meetings held and voting member attendance: 9/11/23; 19 Voting Members 10/16/23; 16 Voting Members 11/13/23; 14 Voting Members 12/18/23; 16 Voting Members 1/29/24; 15 Voting Members 2/26/24; 14 Voting Members 3/18/24;12 Voting Members 4/29/24; 13 Voting Members 5/20/24;16 Voting Members Total Voting Member Attendance: 135
MUTA, CSEA, and CMBA (Local bargaining units)	The Madera Unified approach to engaging our local bargaining units is rooted in the belief that meaningful collaboration leads to better educational outcomes. We prioritize transparency, inclusivity, and continuous improvement by actively seeking and valuing diverse perspectives. Our commitment to open communication ensures that all voices are heard and considered in decision-making processes. A LCAP presentation was given at a regularly scheduled

	member meeting and a 5 question survey was developed to gather valuable insights from our Educational Partners and was also provided in Spanish for our CSEA members.

Timelines and response counts:
MUTA: 4/17/2024 to 05/03/2024; 66 responses
CSEA: 4/19/2024 to 05/03/2024; 46 English responses, 3 Spanish responses
CMBA: 5/14/2024 to 05/31/204; 4 responses |
| SELPA | Marisa Etheridge (Madera County Superintendent of Schools; SELPA Director), Sheryl Sisil, Associate Superintendent of Educational Services, Becky McHaney (Madera Unified; Director of Special Services), and Adam Bonilla (Madera Unified; Director of Continuous Improvement) met via Zoom on June 4th.

MUSD shared with the SELPA Director the percentage of students in MUSD who are classified as Students with Disabilities (SWD) and the budget amounts for the 24-25 FY as well the planned programs and services being implemented and sustained by MUSD. Additional discussion was centered on the services being provided to MUSD students through enrollment in Madera County Superintendent of Schools programs. |
| Community Feedback | Each MUSD school held a community LCAP feedback listening session. These school based community meetings were facilitated by the principal and vice-principal of each school. Each principal presented on the following topics:

- MUSD At a Glance - District and School Site Data
- 24-25 LCAP Proposed Goals and Actions
- 24-25 LCAP Recommendations

At the completion of each listening session the participants were asked to complete a survey soliciting their feedback. The surveys were provided in English and Spanish and were available on the district website, and each school shared the links during their presentation and also shared via Parent Square.
The community meetings were held at the following schools and dates:

Alpha Elementary - 4/12/24 & 4/15/24;
Berenda Elementary - 4/18/24;
Cesar Chavez Elementary - 4/18/24;
Dixieland Elementary - 4/9/24;
Duane E. Furman Independent Study - 4/11/2024;
Eastin-Arcola Elementary - 4/18/24;
Furman Elementary - 4/11/24;
George Washington Elementary - 4/16/24;
Howard Elementary - 4/18/24;
Jack G. Desmond Middle - 4/23/24;
James Madison Elementary - 4/16/25;
James Monroe Elementary - 4/17/24;
John Adams Elementary - 4/4/24;
John J. Pershing Elementary - 4/9/24;
La Vina Elementary - 4/16/24;
Lincoln Elementary - 4/17/24;
Madera High - 4/8/24;
Madera South High - 4/11/2024;
Madison Elementary - 4/16/25;
Martin Luther King Jr. Middle - 4/17/24;
Matilda Torres High - 4/17/2024;
Millview Elementary - 4/12/24 & 4/18/24;
Mt. Vista Continuation - 4/18/24;
Nishimoto Elementary - 4/11/24;
Parkwood Elementary - 4/18/24;
Ripperdan Community Day - 4/24/2024; |

	Sierra Vista Elementary - 4/16/24; Thomas Jefferson Middle - 4/9/24; Virginia Lee Rose Elementary - 4/18/2024 Response counts: 161 English responses, 69 Spanish responses
Equity Multiplier School Feedback	After notification of the Equity Multiplier schools after the release of the California School Dashboard the following school sites held meetings with students, staff and community members to develop an Equity Multiplier plan. Eastin-Arcola Elementary - https://shorturl.at/9NX2V ● Principal - Danene Guglielmana ● $103,156 Equity Multiplier funds allocated ● LCAP Goal 6 ● Educational Partner Meeting Date(s): Staff Feedback on May 8, 2024, May 15, 2024, May 22, 2024, and SSC on May 28, 2024 Duane E. Furman Independent Study - https://shorturl.at/xIIyx ● Principal - Michelle Angus ● $588,409 Equity Multiplier funds allocated ● LCAP Goal 7 ● Educational Partner Meeting Date(s): Staff Feedback on April 22, 2024, SAP Team Feedback on May 6, 2024, and ELAC/SSC on May 9, 2024 Mountain Vista Continuation - https://shorturl.at/Xpd4g ● Principal - Matt Tobin ● $217,890 Equity Multiplier funds allocated ● LCAP Goal 8 ● Educational Partner Meeting Date(s): Staff Feedback on May 22, 2024 Ripperdan Community Day - https://shorturl.at/bNfBG ● James Jackson ● $103,156 Equity Multiplier funds allocated ● LCAP Goal 9 ● Educational Partner Meeting Date(s): Staff Feedback on May 24, 2024

 A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Madera Unified School District LCAP for the 2024-2025 school year was significantly influenced by feedback from various educational partners, including parents, students, teachers, administrators and community members. The engagement process provided valuable insights that were directly incorporated into the goals, metrics, actions, and budgeted expenditures of the LCAP. Below is a detailed description of how this feedback shaped the adopted LCAP:

Goal 1: Assets-Based Multilingualism

Educational Partner Priorities: Educational Partners emphasized the importance of supporting English Learners and leveraging linguistic diversity.

Actions Taken:
Implementation of EL Roadmap: Increase resources dedicated to district and school-based English Learner (EL, Newcomers, At-Risk of becoming long-term EL, Long-term EL, and reclassified EL) programs, offering targeted interventions, and implementing culturally responsive teaching practices. These improvements will not only facilitate language acquisition but also foster a supportive learning environment where ELs feel valued and empowered to succeed.

Professional Development: Provide professional development for educators to ensure equitable access to language resources, addressing the needs of all students, with particular attention to the needs of long-term English Learners.

Instructional Coaching: Site-based instructional coaches will support teachers in designated ELD, reflecting the feedback on the necessity of enhanced teacher support.

Goal 2: High Quality Student Engagement Opportunities

Educational Partner Priorities: Increasing access to extracurricular activities and enhancing student engagement were identified as top priorities.

Actions Taken:
Expand and Sustain Learning Opportunities Beyond the School Day: Summer school programs and advanced learner academies were included in response to feedback on the need for more diverse learning opportunities.

Comprehensive Arts Education Program: Educational Partner feedback on the importance of arts education led to the expansion of arts programs both inside and outside of school hours.

Athletics Program Expansion: The athletics program was broadened to include various sports and physical activities, aligning with feedback on the importance of physical education and engagement.

Goal 3: Effective Learning Environments

Educational Partner Priorities: Feedback indicated a need for improved school climate, increased student connectedness, and support for teacher efficacy.

Actions Taken:
Enhanced Planning & Collaboration: Providing additional planning time and professional learning opportunities for teachers to foster a supportive learning environment.

New Teacher Mentor Program: Strengthening support for new teachers through mentorship programs, addressing feedback on the need for better teacher support systems.

Diverse Staff Recruitment: Recruitment strategies were developed to ensure a diverse and supportive educational staff, reflecting Educational Partner concerns about representation and support.

Goal 4: Maximize Student Achievement

Educational Partner Priorities: Emphasis on College, Career, and Community Readiness, Parent Education, and Elevating and Enhancing Instructional Outcomes.

Actions Taken:
College, Career, and Community Readiness: Develop and enhance student learning experiences and opportunities for all students across Career Technical Education (CTE) pathways, Visual and Performing Arts (VAPA) pathways, and Dual Enrollment Courses. Ensuring a comprehensive and well-rounded education enables all students to fulfill the College and Career Readiness State Indicator and meet the requirements of the Madera Unified Graduate Profile portfolio and showcase, thereby preparing them for future success.

Parent Education: Continue bolstering family and community engagement initiatives that further enhance the support available to students and their families. By establishing partnerships with local organizations, providing parent workshops in multiple languages, and offering translation services, the district can help bridge communication gaps and ensure that families are actively involved in their children's education.

Elevate Instructional Outcomes: Elevate instructional outcomes (Preschool-TK thru Grade 12) in literacy and mathematics through the delivery of high-quality curriculum and instruction tailored to the needs of all students, by investing in quality staffing and curriculum development to lay a strong foundation for lifelong learning.

Goal 5: High-Quality Operational Services

Educational Partner Priorities: Ensuring efficient and appropriate use of resources to enhance the educational experience.

Actions Taken:
Integrated Operational Services: Improved management of operational services, including staff recruitment and facility management, based on feedback on the need for better resource utilization.

Complimentary Transportation Services: Maintaining free transportation services for eligible students, which was a significant concern raised by Educational Partners to reduce absenteeism and support student participation in after-school activities.

Advanced Educational Technology Resources: Procurement of the latest technology to enhance student programs, responding to feedback on the necessity of modern educational tools.

Goal 6: Eastin Arcola - Equity Multiplier

Educational Partner Priorities: Increase the attendance of all students, but specifically the Migrant student population and also prioritize the academic achievement in ELA and Mathematics.

Actions Taken:
Increase staffing to support student attendance and welfare: support families and students by enhancing school-to-home communication, benefitting increased connectivity, student attendance, and parent involvement for our English Learner/Migrant students, and student population as a whole.

Provide additional academic support and resources: To support English Learners and Migrant students with foundational skills and language development, we will provide targeted after-school tutoring in literacy and math, purchase books and instructional materials to enhance reading and writing opportunities, and order resources to benefit both these students and the broader student body.

Purchase Supplemental Social Emotional Learning Curriculum: To increase attendance, student participation, and school involvement, we will invest in SEL and character education materials, incentives, awards, field trips, school activities, and family communication materials.

Increase supervisory staff during recess: Additional time for Cafeteria Playground Aides to add hours between breakfast and lunch, to provide supervision and support to students, addressing the need for continued safety and well-being on campus.

Goal 7: Furman K-12 Independent Study - Equity Multiplier

Educational Partner Priorities: Increasing the supplemental support and services to ensure students are attending school and achieving at their full potential.

Actions Taken:
Increase Supplemental and Support Staffing: To ensure the success of all students, we will provide continuous outreach to students and parents, offering comprehensive support for academic, behavioral, and socio-emotional

challenges, with a particular focus on K-8 ELA and math. This includes regular monitoring and communication to address attendance, work completion, and academic performance.

Purchase Supplemental Instructional Programs and Materials: To enhance student learning and support academic success, we will invest in online learning platforms for Tier 2 and Tier 3 interventions in ELA and mathematics, provide necessary equipment for both in-person and at-home learning, and supply books and instructional materials to enrich classroom libraries and promote reading, writing, and note-taking skills.

Purchase Supplemental Social Emotional Learning Curriculum: To increase attendance, student participation, and involvement in school, we will invest in SEL and character education materials, provide incentives and awards, fund field trips and school activities, support after-school tutoring, and purchase materials for family communication and meetings.

Goal 8: Mountain Vista Continuation High School - Equity Multiplier

Educational Partner Priorities: Decrease the overall suspension rate at Mt. Vista Continuation High School
Actions Taken:

Increase Supplemental and Support Staffing: To support students with behavioral, social-emotional, and academic challenges, we will hire an Intervention Specialist Counselor to address restorative practices, peer conflict, and social-emotional support, and a Student Advocate to enhance academic achievement through tutoring, parent outreach, and classroom engagement.

Goal 9: Ripperdan Community Day School - Equity Multiplier

Educational Partner Priorities: Decrease the overall suspension rate at Ripperdan Community Day School (RCDS)

Actions Taken:
Increase Supplemental and Support Staffing: Hire additional staff for the Student Responsibility Center (SRC) to help students refocus, re engage, and stay on campus instead of facing suspension.

Purchase Supplemental Social Emotional Learning Curriculum: To increase attendance, student participation, and school involvement, we will invest in SEL and character education materials, incentives, awards, field trips, school activities, family communication materials, and an online SEL learning platform to support students and staff.

Minimize Student Distractions: Purchase phone pouches to minimize distractions and promote student engagement.

Goals and Actions

Goal #1 - Assets Based Multilingualism

Goal #	Description	Type of Goal
1	Fostering asset-based multilingualism to celebrate and leverage the diverse linguistic talents of our students and families for equitable access to language resources and enhanced academic success. This goal and its subsequent actions are designed to	Focus Goal

address the needs of students at-risk of becoming a Long-Term English Learner (LTEL) and students who have already become an LTEL.

1. Basic Services
2. State Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Madera Unified School District has developed this goal to establish a strong commitment to asset-based multilingualism and language support that will lead to improved access to standards-based curriculum, desired electives/pathways, and higher student achievement.

Madera Unified School District seeks to celebrate and leverage the diverse linguistic talents of our students and families as valuable assets, promoting a positive and inclusive learning environment. By recognizing the rich linguistic backgrounds of our student body, we aim to enhance their academic experiences and overall success. Our targeted initiatives focus on enabling all educators to provide equitable access to language resources, effective instructional practices, foster bilingual proficiency, and embrace cultural diversity within the educational framework. This goal aims to empower students as confident, culturally aware, and multilingual individuals to be college and career ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of English Learner who made progress toward English Proficiency measured by ELPAC Data Source: California Dashboard	49.3% making progress towards English language proficiency 2023/2024			55.0% making progress towards English language proficiency	
1.2	English Learner Reclassification Rate Data Source: DataQuest	12.3% estimated in 2023-2024			20%	
1.3	Rate of Teacher Vacancies Data Source: Internal Human Resource Information System	2% in 2023-2024			0%	
1.4	Rate of Voluntary Resignations Data Source: Internal Human Resource Information System	4% in 2023-2024			1%	

| 1.5 | State Seal of Biliteracy Data Source: Internal Student Information System | 382 of senior class in 2023/2024 | | | 402 of senior class | |

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Creating assets-oriented and student responsive schools	All schools will use the English Learner Roadmap Principle #1:	$647,573	YES
		Schools will focus on knowing who their English Learners are, understanding the diverse typologies of EL's, creating safe and affirming school climates, and building strong family-school-community partnerships. Metric(s) Impacted: 1.1, 1.2	$381,026	NO
2	Supporting programs and practices that provide intellectual rigor and meaningful access to high quality academic programs for English Learners	Support all English Learner students in obtaining English language proficiency and mastery of the core content standards by implementing a high-quality, comprehensive program for English Learners that includes the following: Intentional professional development focusing on instructional strategies and practices that improve the development of English language proficiency and literacy at all levels. Training and support in using core and supplemental materials for Designated and Integrated English Language Development. Implement an instructional monitoring system that includes tools that measure English Learners academic progress and the effectiveness of teaching and learning in the classroom Elementary Schools will prioritize: ● 4th grade at-risk EL students ● 5th grade long-term English Learners Secondary Schools will prioritize: ● Development and Implementation of curriculum for designated ELD courses ● Implementation of strategies on integrated ELD ● Reclassification of Long-Term EL's and At-Risk EL's Clearly defined resources for Newcomer students: ● Newcomer programs with specialized instruction and services that are developed based on research and professional development for newcomer teachers and leaders. ● Extended learning opportunities, including summer literacy academy designed to meet the needs of Newcomers.	$1,424,753	YES

45

		● Emphasis on literacy development and early reading skills. ● English Language Development: at least three periods/day of specialized support and instruction. Required Action for English Learner Progress Indicator (ELPI): Schools - Pershing, Alpha, and King Middle School Metric(s) Impacted: 1.1, 1.2, 1.5		
3	Ensuring system wide conditions to support the implementation of high quality English Learner programs through teacher and support staff professional development	Enhance teacher and leader capacity through continuous professional development sessions aimed at deepening understanding and proficiency in English Language Proficiency Assessments, reclassification procedures, the ELA/English Language Development (ELD) Framework, ELD standards, integrated and designated ELD strategies, as well as evidence-based practices tailored to address the distinct language requirements of English Learner (EL) and Long-Term English Learner (LTEL) students. Offer comprehensive professional development opportunities geared towards enhancing academic achievement for English Learner (EL) students. These sessions will empower teachers to deliver rigorous, standards-aligned instruction specifically tailored to meet the needs of EL and Long-Term English Learner (LTEL) students. The training will focus on implementing targeted interventions and effectively addressing the diverse language and academic requirements of all EL student groups, ensuring equitable educational experiences and fostering meaningful progress for each learner. Metric(s) Impacted: 1.3, 1.4, 1.5	$129,464 $688,100	YES NO
4	Districtwide and site based Instructional Coaching	Provide site-based instructional coaches in all secondary sites with a focus on supporting teachers in designated English Language Development (ELD). Develop capacity of District Academic Coaches. ● Cognitive Coaching ● Teaching and Learning Cycle ● Instructional Coaching: Jim Knight's Impact Cycle ● Increase knowledge of content specific implementation of strategies to support EL's.	$372,120	YES

		● Build strong relationships with site leads and teachers Secondary Schools: Develop the capacity of the lead EL teachers in middle and high school. ● Teaching and Learning Cycle ● Increase knowledge of content specific implementation of strategies to support EL's. ● Build strong relationships with EL's and content specific teachers to ensure proper supports for EL's Elementary Schools: Develop capacity of fourth and fifth grade teachers in elementary school ● Develop the skill and strategies of fourth and fifth grade teachers by providing differentiated professional learning opportunities and instructional coaching cycles that ensure intentional ELD instruction occurs thus improving individual student outcomes. ● Implement the Teaching and Learning Cycle Metric(s) Impacted: 1.3, 1.4, 1.5		
5	Develop, Sustain, and Expand Dual Language Immersion Schools	Develop, Sustain and Expand DLI Schools with Commitment to Staffing, Equitable Resource and Research-Based Practices Madera Unified Dual Language Immersion program responds to MUSD's vision for achievement and excellence by; ● Organizing and providing educational opportunities for students, in Spanish and English that promote key developmental assets such as positive identity, social competency, commitment to learning, and empowerment. ● Providing a programmatic opportunity for all students to engage in second language study by engaging two different language groups in study of each other's language. Dual Language programs in MUSD are programs of choice and therefore provide	$248,000	YES

		additional opportunities for low income, foster youth and English learner students in MUSD. Metric(s) Impacted: 1.1, 1.2, 1.5		
6	Cultural Exchange Opportunities	Engage in international cultural exchange opportunities for cultural and linguistic staff development due to traditional university teacher preparation and training being insufficient to meet Madera Unified students' language support needs and must be improved and sustained through ongoing training. An asset-based approach to multilingualism with the highest quality language support that meets students' needs, will improve achievement, raise reclassification rates and allow access to pathways/electives. Metric(s) Impacted: 1.3, 1.4	$100,000	YES

Goal #2 - High Quality Student Engagement Opportunities

Goal #	Description	Type of Goal
2	Madera Unified strives to offer a diverse range of activities that expand students' interests, access, and talents. By doing so, we aim to create an inclusive environment where every student feels represented and encouraged to participate. Madera Unified School District boasts an array of co-curricular opportunities and/or programs encompassing the arts (inclusive of Dance, Media Arts, Music, Theatre, and Visual Art), sports, Science, Technology Engineering and Math (STEM), community service and leadership development.	Broad Goal

State Priorities addressed by this goal.

1. Basic Services
2. State Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

A sense of belonging is a necessary condition of engagement. Co-curricular programs lead to higher participation, improved interpersonal connections, overall school engagement, intrinsic motivation, and a sense of personal pride and satisfaction. These opportunities encourage students to participate in a variety of experiences and meet a variety of people within the school system, throughout the community, and beyond county lines. Participate in a variety of experiences, travel to different places, enhance learning of potential strengths, awareness of opportunities throughout life, real life experiences to enhance cognitive and affective

abilities, experience a variety of work based skills, focus on the development of personal and interpersonal skills, discover new opportunities, create a desire to come to school and find value in core learnings through real-life application.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of Unique TK-6th Grade Students that registered in winter or summer enrichment camps, or Summer school, or summer after school program Data Source: Internal Tracking	3,824 Unique TK-6th grade students in 2022-2023 (1-year lag)			4,500 Unique TK-6th grade students	
2.2	Percentage of students enrolled in an arts class during the school day Data Source: Internal Student Information System	70% In 2023-2024			77%	
2.3	Number of students participating in an arts activity after the school day Data Source: Internal Tracking	712 students in 2023-2024			820 students	
2.4	Number of Arts disciplines accessible to students with an opportunity to reach "Advanced" by graduation (Max. 5) Data Source: Internal Tracking	3			5	
2.5	Number of Unique student participants in Community Athletics Recreation Department Participation Data Source: Internal Tracking	2,002 Unique students in 2023-2024			2,500 Unique students	
2.6	Number of Unique student participants in MULES	5,641 Unique students in 2023-2024			6,000 Unique students	

	(Elementary), MS Athletics, or HS Athletics Data Source: Internal Tracking				
2.8	Elementary Student Engagement Data Source: TBD	No current baseline - 2024-2025 will be tracked for the first time			Target will be developed after the 2024-2025 school year
2.9	Career Technical Student Organization Affiliation Data Source: Internal Tracking	2,182 Members affiliated in 2023-2024			2,618 Members affiliated
2.10	Number of student achieving "Advanced" level in at least one art discipline Data Source: Internal Tracking	141 Students in 2023-2024			151 students

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Expand and Sustain Learning Opportunities beyond the school day	Being connected to school is highly valuable to students' overall education and identity and modern children have a greater and more specific need for this kind of engagement.
		
		Expansion and sustaining of such activities includes but is not limited to:
		● Summer School
		  ○ Elementary, Middle, & High School Summer School - June thru July
		● After School Programs (in school and summer school) - TK-12th grades
		● ELOP Winter Camps - TK-8th grades
		  ○ Elementary winter Camp - STEM, Art, Robotics, Athletics
		  ○ San Joaquin River Camp
		  ○ CSUF NASA STEM Camp
		  ○ George Washington Carver Pre-Collegiate STEAM Camp
		● ELOP Summer Enrichment Camps - TK-8th
		  ○ Athletic Multi-Sport summer camps
		  ○ Madera District Fair Camp
		  ○ San Joaquin River Camp
		  ○ CSUF STEM Academy Camps
		  ○ CSUF Transportation & Bike Camp - 6th-9th grades
		  ○ Madera County Arts Council Elementary and High School Art Camps - TK-6 & 9th-12th grades
		  ○ MUSD STEM Camp
		  ○ Robotics/Engineering Camp
		  ○ Gold Gulch Adventure Camps
		  ○ Rainbow Chefs Camp
		  ○ Quest Camp
		  ○ LEGOs Camp
		  ○ MUSD Visual and Performing Arts Camps - 4th-8th & 8th-12th
		  ○ Literate Voices Literacy Camp - 7th-9th
		  ○ Cultural Day Camps - 4th-12th
		  ○ Swimming Lessons
		  ○ Career Technical Education Camps
		  ○ Fresno Chaffee Zoo Camp
			$54,621,173	NO

		○ Wild Water Adventure Sports Camps ○ HPA Legends Soccer Camp ○ City of Madera STEAM Camp ○ George Washington Carver Pre-Collegiate STEAM Camp - Elementary School Advanced Learner Academy - Migrant Summer Program ○ M.I.E.L- Migrant Institute for Education & Leadership-Dates: June 17-28, 2024-Location: California State University, Fresno-Includes: Room & Board, 24 hr. Residential supervision; academic instruction in the areas of English Language Arts, Mathematical Concepts, Self and Cultural Pride, and High School Graduation /Career Pathways for incoming 7th through 12th graders. 15 students will be participating ○ Madera Scholars Summer C.A.M.P-College Assistance Migrant Program at Fresno State University from June 10-21, 2024. This will be for incoming grades K through 8th. This will be a 2 week commuter summer program that will include transportation, food, supplies, and activity fees pertaining to CAMP activities. 35 migrant students will participate in the program. The students will participate in writing and math skills activities that will expand their English Language Arts (ELA) and critical thinking skills (Math). ○ Migrant Home-Based Summer Academy-10 teachers will tutor up to 10 students for 14 days from June 10-28, 2024. Tutoring will be one on one or small groups at the students home. Each session will be one hour long with five sessions everyday. The focus will be English Language Arts, English Language Development, and Mathematics.		

		● UC Merced Middle School Math Academy- Middle School English Learners students will participate in a 6 week math camp held at UC Merced Metric(s) Impacted: 2.1		
2	Expand and sustain the comprehensive Arts Education program inside and outside of the school day	Sequential and standards-based program in Dance, Media Arts, Music, Theatre, and Visual Art inside and outside of the school day for all students TK-12 to expand student access. ● Inside the school day 　○ Access to five disciplines of arts (TK-6) 　○ Access to one or more art courses (7-12) 　○ Reaching "Advanced" Mastery by graduation in one or more art discipline / course (9-12) ● Outside the school day 　○ Personalized or small group extension lessons or activities in each art discipline (including, but not limited to: Music Conservatories, Artists Residency Internships, etc.) 　○ Competitive arts activities, including at the national scale 　○ Intersession Arts Programs and Experiences (including, but not limited to: Madera Theatre Project, Summer music ensembles, photography intensive, etc.) 　○ Opportunities to experience professional-quality arts activities outside of school ● Both inside and outside the school day 　○ Opportunities to Present / Produce / Perform art(s) for an audience or in competition, whether hosted by the district or elsewhere 　○ Staffing, including classified staff to support instructional goals 　○ Instructional Supplies & Equipment 　○ Professional Development Metric(s) Impacted: 2.2, 2.3, 2.4	$4,723,790 $3,744,010	YES NO
3	Expand and sustain an articulated and aligned before, during, and after	A comprehensive and coordinated athletics program design includes, but is not limited to: ● Community Athletics and Recreation Department (CARD)	$3,053,940	NO

	school TK-12 athletics program	○ 2023-24 　■ Little Hoopsters 　■ Futsal 　■ Grass Volleyball - Girls 　■ Babe Ruth 　■ Little League Softball ○ 2024-25 　■ Flag Football 　■ Wrestling ○ 2025-26 　■ Tennis 　■ Golf 　■ Softball 　■ Baseball ● Madera Unified League of Elementary Schools (MULES) ○ Basketball - Boys & Girls ○ Cross Country - Boys & Girls ○ Flag Football - Boys & Girls ○ Wrestling - Boys & Girls ○ Volleyball - Boys & Girls ○ Track & Field ○ Cheer ○ Soccer - Boys & Girls ● Middle School & High School athletics ● Student Athlete Leadership Team (SALT) - students collaborate on strategies to lead schools to create a positive school culture ○ 6 Student Athletes ○ 2 coaches ○ 1 Athletic Director ○ 1 Site Administrator ● Curriculum integration into elementary and secondary physical education classes ○ Ensure that the eight required content areas are taught and mastered before graduation ● Ongoing professional development ○ California Association of Health physical educations, recreation and dance ○ Society of Health and Physical Educators America ○ Title IX Metric(s) Impacted: 2.5, 2.6		
4	Expand opportunities to enhance leadership development through out-of-school participation in Career Technical Student Organizations (CTSO)	Provide opportunities for out-of-day competitions, performances, events, and travel in order to perform and compete at high levels against other schools. The following are the organizations offered in Madera Unified. CTSO's ● National FFA Organization (FFA)	$130,000	Yes

		● Future Business Leaders of America (FBLA) ● Future Health Professionals (HOSA) ● Family, Career, Community Leaders of America (FCCLA) ● SkillsUSA <u>National Student Organization(s)</u> ● FIRST Robotics Through CTSO's students can develop leadership skills in and outside the classroom and apply those at the sectional, regional, state and national levels. Each CTSO has different opportunities for students such as competitive events, leadership conferences and elected leadership positions. In order to be more successful at the State and National levels we will improve our local level CTSO's by: ● Increasing stipend for lead CTSO teacher to provide more local level activities ● Adding stipends for CTE teachers to coach competitive CTSO events ● Professional Development and best practice sharing with teachers in order to increase CTSO participation Metric(s) Impacted: 2.9		
5	Create a student engagement incentive and tracking program for Co-Curricular student participation	Madera Learning System (MLS) and Elementary Engagement Program for elementary students and Secondary Co-Curricular Participation tracking to honor student engagement. ● Finalize Engagement Program ● Finalize tracking methodology ● Incorporate into MLS Metric(s) Impacted: 2.8	$50,000	YES

Goal #3 - Optimal Learning Environments

Goal #	Description	Type of Goal
3	Madera Unified School District will create the conditions for an environment of trust and support by ensuring student growth and preparation for college and careers. To do so, the culture and climate of schools must be conducive to learning and promote a sense of connection and belonging. Through professional learning, collaborative opportunities and incentives, we seek to create school environments where students feel safe and connected.	Broad Goal

State Priorities addressed by this goal.

1. Basic Services
2. State Standards
3. Parent Involvement
4. <mark>Student Achievement</mark>
5. <mark>Student Engagement</mark>
6. <mark>School Climate</mark>
7. Course Access
8. Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

MUSD believes in developing a culture of high expectations, continuous improvement and professional responsibility will develop collective efficacy for all members of the school community.

Local climate survey data indicate that only 41% of students in grades 6–12 feel connected at school. And 77% of staff feel they have a favorable perception of their teaching-efficacy. Additionally, suspension rates in the below student groups have increased as reported in the 2023 CA Schools Dashboard a they have received the performance level of "red"; which indicates a high or increase in the suspension rate for a specific student group:

- Homeless +2.9
- Foster Youth +1.1
- African American +1.3

By ensuring Madera Unified has optimal learning environments, we look to increase student connectedness, teacher efficacy and lower suspension rates through collaboration and reflection and continuous improvement toward excellence for all.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Local Teacher Survey Data Source: Panorama Survey Results	Teaching Efficacy - 78%, Staff-Leadership Relationships - 77%, Student Mindset - 77%, Belonging - 35%, Staff-Family Relationships - 63% in Spring of 2023/2024			Teaching Efficacy - 85%, Staff-Leadership Relationships - 85%, Student Mindset - 85%, Belonging - 50%, Staff-Family Relationships - 75%	
3.2	Local Staff Survey Data Source: Panorama Survey	Staff-Leadership Relationships - 75%, Belonging -			Staff- Leadership Relationships - 85%, Belonging -	

	Results	69%, Staff-Family Relationships - 55% in Spring of 2023/2024			75%, Staff-Family Relationships - 65%	
3.3	Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	School Safety - 60%, School Belonging - 48%, School Climate - 48%, School Engagement - 35% in Spring of 2023/2024			School Safety - 65%, School Belonging - 55%, School Climate - 55%, School Engagement - 40%	
3.4	Suspension Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: 4.7% EL: 4.3% FY: 10.3% HY: 7.9% SWD: 7.1% in 2022-2023 (1-year lag)			ALL: 4.5% EL: 4.5% FY: 4.5% HY: 4.5% SWD: 4.5%	
3.5	Expulsion Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: DataQuest	ALL:0 .3% EL: 0.2% FY: 0.7% HY: 1.1% SWD: 0.4% in 2022-2023 (1-year lag)			ALL: 0.10% EL: 0.10% FY: 0.50% HY: 0.10% SWD: 0.25%	
3.6	Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 28.2% EL: 23.8% FY: 28.6% HY: 41.3% SWD: 37% in 2022/2023 (1-year lag)	[Insert outcome here]	[Insert outcome here]	ALL: 7.5% EL: 5% FY: 10% HY: 10% SWD: 10%	
3.7	Basics: Teachers, Instructional Materials, Facilities Data Source: California Dashboard	Standard Met	[Insert outcome here]	[Insert outcome here]	Standard Met	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and

actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development and Staff Training to Support Culturally Relevant Teaching Strategies, Materials, and Competency in Diversity, Equity and Inclusion	Required training (Student Champion, etc.) for all new employees that addresses ethics, student inequities, and disproportionate outcomes to positively impact suspension and chronic absenteeism rates and survey results through positive staff-student relationships. Embedded professional collaborative planning that is scheduled and structured time dedicated to high quality instructional and student excellence This is a Required Action for Chronic Absenteeism: Asian student group at Lincoln, English Learners, Hispanic and Socioeconomically Disadvantaged student group at Furman Metric(s) Impacted: 3.3, 3.4, 3.6	$498,991	YES
2	New Teacher Mentor Program	The Teacher Support Mentor program is committed to build capacity within new teachers by providing professional learning	$4,129,758	YES

		experiences in order to impact student achievement. Our goal is to develop and retain future teacher leaders who are highly qualified and reflective educators meeting the needs of our growing diverse population. Each TSM will provide to their new teacher candidates 8-20 hours per month of direct support including: <u>Demonstration lessons & Co-teaching</u> Classroom management Procedures/routines Kagan Structures Evidence-based instructional strategies Differentiation Standard-based instruction Instructional delivery <u>Induction (Requirements per MIC Accreditation)</u> CSTP Continuum of Teaching Individual Learning Plan (ILP) Monthly journal Observation of master teachers <u>Support</u> Lesson planning Data analysis Student goal setting Incorporation of supplemental materials Research Classroom management Classroom culture/climate Evidence-based instructional strategies Differentiation Metric(s) Impacted: 3.1		
3	Diverse Staff Recruitment	Comprehensive recruitment and retention strategies for diverse educational staff in a supportive learning environment. Metric(s) Impacted: 3.1, 3.2	$3,031,961	NO
4	Employee Career Advancement (Career Ladder)	Development of a comprehensive employee career ladder with incentive programs, pathways and/or targeted professional learning for career advancement. MUSD and NCEE have partnered to complete this project. Initial draft proposals have been completed and next steps will require MUSD to negotiate the evaluation process for teachers to be designated as a distinguished teacher. Teachers will then be eligible to climb the	$100,000	YES

		teacher leader ladder. In the 23/24 school year MUSD was able to develop a pilot program for selecting host/maintenance staff capacity to implement a tiered Positive Behavior Intervention and Supports (PBIS) framework with fidelity to improve students' SEB (social-emotional/behavioral) outcomes. ● Site Administrator Workshops - Strengthening Tier 1 Systems to Reduce Disproportions Discipline ● Administrator and Tier 2 Provider Trainings - Implementing Tier 1 and 2 Restorative Practices ● Initiate a Tier 1 SEL core curriculum adoption committee in 9th-12th grade Maintain counselors and psychologists services at all elementary schools teachers and this was implemented with the support of MUTA. Metric(s) Impacted: 3.1, 3.2		
5	Social- Emotional Behavioral (SEB) Staff & Professional Learning	Enhance staff capacity to implement a tiered Positive Behavior Intervention and Supports (PBIS) framework with fidelity to improve students' SEB outcomes. This includes conducting Site Administrator Workshops focused on strengthening Tier 1 systems to reduce disproportionate discipline, providing Administrator and Tier 2 Provider Trainings on implementing Tier 1 and Tier 2 restorative practices, initiating a Tier 1 SEL core curriculum adoption committee for 9th-12th grade, and maintaining counselor and psychologist services at all elementary schools. Metric(s) Impacted: 3.4, 3.5, 3.6	$6,452,939	YES
6	Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports	Multi-Tiered Systems of Support are designed to address diverse student needs through integrated academic, behavioral, and social-emotional interventions. ● School Nurses at Elementary, Middle & High Schools ● Suicide Prevention Day Support ● Site Mental Health Fairs ● Every 15 minutes Support (every other year) ● School-wide PBIS Positive Behavior Expectations and Character Lessons ● Crisis Response Team (CRT) Member - conduct Risk & Threat Assessments with the team. Metric(s) Impacted: 3.4, 3.5	$7,290,481	YES

7	Implement Programs and Services to Reduce Suspension and Expulsion Rates	Programs and services to reduced suspension and expulsions rates are as follows: ● Comprehensive TK-12 Positive Behavior Intervention & Supports (PBIS) ● Restorative classroom practices ● Social Emotional Behavioral Supports & Interventions ● Trauma Informed Behavioral Analysis Team (TIBA) ● TOPS program ● Time to Teach Program (Middle school focused) ● Structured Playground Play (Elementary focused) ● K-12 Consultants (X3) Located in Student Services department This is a Required Action for: District - Homeless, Foster Youth and African American student groups. Schools - Howard, Alpha, King, Mountain Vista, and Ripperdan. Student Groups - Hispanic at Sierra Vista, English Learners at Jefferson and Madera South, Students with Disabilities at Berenda, Jefferson and Madera High, Homeless at Jefferson and Torres Metric(s) Impacted: 3.4, 3.5	$1,545,584	NO
8	District Adopted Textbooks and Instructional Materials	Provide every students with district adopted textbooks and instructional materials compliant with state standards and board adopted text and supplemental materials Metric(s) Impacted: 3.7	$4,550,104	NO
9	Provide Resources and Opportunities for Student Field Trips	Allocate funding and logistical support to ensure that TK-6th grade students, regardless of their socio-economic background, have access to field trips. This includes covering transportation costs, entry fees, and any necessary materials or supplies. Field trips are organized to offer a wide array of learning experiences across various disciplines, including the arts, STEM, sports, community service, and leadership development. These trips will be designed to spark curiosity, inspire creativity, and foster a love of learning. These experiences integrate with classroom learning to reinforce and enhance the curriculum. Teachers will prepare pre-trip and post-trip activities that connect the field trip experiences to academic content and learning objectives. Another objective of these field trips is to	$748,300	YES

<table>
<tr><td></td><td></td><td>connect students with local cultural and community resources. This helps to build a sense of belonging and engagement within the community, while also providing opportunities for students to learn about and appreciate diverse cultures and perspectives.
● Storyland - TK
● Fresno Chaffee Zoo - K
● Discovery Center - 1st
● Fossil Discovery Center - 2nd
● Discovery Center - 3rd
● Madera Historical Museum - 3rd
● Madera Fairgrounds - 3rd
● Gold Gulch Gold Panning - 4th
● Gold Gulch California History stations - 5th
● Owl Hollow - 6th
● Sycamore Island - 6th

Metric(s) Impacted: 3.3, 3.6</td><td></td><td></td></tr>
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Goal #4 - Maximize Student Achievement

Goal #	Description	Type of Goal
4	Ensuring a seamless and enriching educational journey from preschool to graduation is a commitment rooted in the belief that every learner deserves access to high-quality education and comprehensive support. Our approach is centered on fostering an inclusive and nurturing environment for all educational partners involved in the educational system.	Broad Goal

State Priorities addressed by this goal.
1. Basic Services 2. State Standards 3. Parent Involvement 4. Student Achievement 5. Student Engagement 6. School Climate 7. Course Access 8. Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

We believe all Madera Unified students will receive a quality education. The expectation is that all students, preschool through high school, can learn at high levels. To ensure this, we provide a developmentally and standards aligned curriculum framework that is coherent, rigorous, and culturally relevant with opportunities for college and career readiness from Preschool to grade 12. Our vision for maximizing student achievement relies on a strong partnership with actively engaged families and a supportive school community.

Additionally, consistent leadership, support, and calibration of research-based instructional practices that best facilitate the learning model, provide timely support, craft high quality language experiences, and promote social interactions will optimize student learning.

A clearly defined learning model sets conditions for more aligned and coherent student experiences, skill development, and outcomes that ensure students exiting MUSD will meet proficiency or mastery on the Madera Unified Graduate Profile as demonstrated through a portfolio and showcase.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Preschool Enrollment Data Source: Student Information System	388 Students Enrolled in 2023-2024			519 Students Enrolled	
4.2	Desired Results Developmental Profile - 2015 Data Source: DRDP Online	Social and Emotional Development - 67%, Language & Literacy Development 49%, Cognition: Math 56% Building Later/Integrating Earlier Level on the spring 2023-2024 administration			Social and Emotional Development - 80%, Language and Literacy Development - 80%, Cognition: Math - 80%	
4.3	Parent Input in Decision Making Data Source: California Dashboard Rubric	Full Implementation			Full Implementation	
4.4	Parent Participation in Programs for Unduplicated Pupils Data Source: Internal Attendance Tracking	2,779 parents participated in virtual or in-person workshops in 2023-2024			3,000 parents	
4.5	College/Career Indicator (EL = English Learner students; FY = Foster youth; HY = Homeless	ALL: 40.1% EL: 7.7% FY: 10.5% HY: 16.3% SWD: 5.2% prepared in			ALL: 60% EL: 45% FY: 45% HY: 50% SWD: 35% prepared	

	youth students; SWD = Students with disabilities) Data Source: California Dashboard	2022/2023 (1-year lag)				
4.6	CTE Pathway Completion Data Source: DataQuest	37.6% of graduates completed a CTE Pathway in 2022/2023 (1-year lag)			45%	
4.7	CTE Pathway and A-G Completion Data Source: DataQuest	19.4% of graduates completed A-G Requirements and a CTE Pathway In 2022/2023 (1-year lag)			30%	
4.8	Access to Standards– Aligned Instructional Materials Data Source: California Dashboard Rubric	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home			0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home	
4.9	Implementation of State Standards Data Source: California Dashboard Rubric	Standard Met			Standard Met	
4.10	Access to and enrollment in a broad course of study Data Source: California Dashboard Rubric	Standard Met			Standard Met	
4.11	NWEA MAP Reading Fluency (K-2nd) (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	All : 23.5% EL:15.2% FY:17.3% HY: 13% SWD: 8.5% Meet or Exceeds in all assigned domains on the Spring 2024-2025 administration			ALL: 50% EL: 40% FY: 40% HY: 40% SWD: 30%	
4.12	NWEA Mathematics (1st-2nd)	ALL: 19.8% EL : 7.1% FY: 27.8%			ALL: 55% EL: 45% FY: 60%	

	(EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	HY: 22.8% SWD: 6.1% High or High Average on the Spring 2023-2024 administration			HY: 45% SWD: 45%	
4.13	CAASPP ELA (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: -52.2 DF3 EL: -81.9 DF3 FY: 77.1 DF3 HY: -85.2 DF3 SWD: -126.4 in 2022-2023 (1-year lag)			ALL:10 DFS EL: 0 DFS FY: 0 DFS HY: 0 DFS SWD: -5 DFS	
4.14	CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -93.6 DF3 EL: -111.1 DF3 FY: 108.9 DF3 HY: -119.3 DF3 SWD: -157.9 DF3 in 2022-2023 (1-year lag)			ALL: -5 DFS EL: -15 DFS FY: -15 DFS HY: -15 DFS SWD: -25 DFS	
4.15	California Science Test Met or Exceeded Standard (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 14.8% EL: 1.5% FY:25% HY: 6.1% SWD: 3.7% Met or Exceeded Standard in 2022/2023 (1-year lag)			ALL: 25% EL: 10% FY: 25% HY: 25% SWD: 15% Met or Exceeded Standard	
4.16	NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: 38.5% EL: 39.6% FY: 33.9% HY: 36.4% SWD: 35.7% Mathematics			ALL: 80% EL: 80% FY: 80% HY: 80% SWD: 80%	

		ALL: 42.1% EL: 37.8% FY: 45.7% HY: 41.0% SWD: 36.8% met their best target by the Spring 2023-2024 administration			both for Reading and Mathematics on their best target	
4.17	High School Dropout Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: DataQuest	ALL:4.3% EL: 10.4% FY: 28.6% HY: 5.3% SWD: 5.2% In 2022/2023 (1-year lag)			ALL: 3% EL: 7% FY: 15% HY: 5% SWD: 2%	
4.18	Middle School Dropout Rate Data Source: CALPADS	0.03% In 2022-2023 (1-year lag)			0.02%	
4.19	High School Graduation Rate (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 90.5% EL: 74% FY: 73.7% HY: 84.3% SWD: 76.5% In 2022/2023 (1-year lag)			ALL: 95% EL: 87.5% FY: 80% HY: 95% SWD: 95%	
4.20	A-G Completion Data Source: DataQuest	47.1% of graduates in 2022/2023 (1-year lag)			55%	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

> A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Early Childhood Education Program and Services	Expanding and enhancing Early Childhood Education (ECE), Preschool, and Transitional Kindergarten (TK) and Cal-Safe Hire and retain qualified early childhood educators (Teachers and Support Staff). ● In order to meet the state mandate for pupil to adult ratio in Transitional Kindergarten classrooms we will be hiring additional paraprofessionals in Transitional Kindergarten Develop a comprehensive, age-appropriate curriculum encompassing cognitive, social-emotional, physical, and creative domains. This curriculum will align to the newly approved Transitional Kindergarten and Preschool Framework. Provide ongoing professional development opportunities to keep staff updated on the latest research and best practices in early childhood education. ● Train and support all TK and CSPP on the Preschool and Transitional Kindergarten Learning Foundations Framework ● Train and support all TK and CSPP teachers in the full implementation of the Desired Results Developmental Profile (DRDP)	$3,527,109 $829,486	NO YES

		● Train and support all TK and CSPP teachers in the full implementation of the Frogstreet Board Approved Curriculum ● Developmentally appropriate play-based learning to foster creativity, problem-solving skills, and social interactions. ● CLASS - Classroom Assessment Scoring System training provided to support staff in developing and maintaining appropriate teacher/staff/child interactions ● Train and support all TK and CSPP teachers on SEL curriculum and strategies that are age appropriate for 3-5 yr. Olds. ● Early Childhood Environmental Rating Scale (ECER) training for lead teachers to receive certification and become a Trainer of Trainers (TOT). Additionally there will be staff training and support for students with disabilities who are exhibiting challenging behaviors at a very young age. This will be support by the Diagnostic Center of Central California. Training Topics will include: ● Universal Design for Learning: Focusing on language, engagement, attention, communication, and fun. ● Managing Meltdowns - Impacts of emotions and the "rage cycle" ● Autism Spectrum Disorders ● Combining Evidence-Based practices to optimize learning ● "No Good Very Bad Days" - Could it be communication Implement and Maintain Cal-Safe program and services associated. The Cal-Safe program was designed to increase the availability of support services necessary for enrolled expectant or parenting students to improve academic achievement and parenting skills and to provide a quality child care and development program for their children. Metric(s) Impacted: 4.1, 4.2		
2	Parent Education	Building Effective Communication and Engagement through Parent Resource Center Workshops including technology, social-emotional development,and college readiness.	$1,918,525	YES
			$528,497	NO

| | | Parent Resource Centers located in multiple sites offer district-wide support and learning opportunities to equip parents with the knowledge and skills needed to support their children's academic achievement.

Parent learning opportunities include classes, workshops and family events. **Classes available include**: Digital literacy, evidence-based parenting classes (virtual and In-person; elementary and secondary focused), Family Literacy; high school credential preparation, English as a Second language, Adult Literacy, Social-Emotional Development, College and Career Readiness.
Workshops include topics such as: Nutrition, Financial Literacy, Mental Health, Vaping, Gang awareness, Social media-guidance for parents and MUSD specific topics on discipline, attendance, health and wellness, counseling and safety.
Family events include: Math, Science, Literacy, STEM Family nights and Family Health and Wellness Fairs.

Information and Referral Services are also provided to families through the Parent Resource Centers and the district wide call center.
● The parent resource centers, including the call center, play a crucial role in connecting families to essential community resources and agencies to help meet their basic needs.
● The call center serves as a central hub where families can reach out to seek information and referrals.

Information related to school and parent programs is accessible to parents in languages they can understand, such as Spanish and English, and is disseminated through various communication pathways which include text messages, emails, phone calls, voice messages, social media and Parent Square posts.

Parent Resource Centers also offer synchronous learning for parents through the Parent Champion video series. The video series aims to empower parents to advocate for their children and navigate the educational system effectively. It was developed in four | | |
| --- | --- | --- | --- | --- |

		languages: English, Spanish, Punjabi and Mixteco. Annual Parent and Community Engagement Conference. This conference is designed to provide a platform for parents from across the district to engage, learn, and access community resources. The conference is planned through a collaborative effort planned in partnership with a dedicated planning committee composed of parents, who play a crucial role in the planning and workshop selection process to ensure that the conference addresses the most relevant and pressing topics and needs for all parents. Onboarding of Newcomer families. Parent Resource Centers play a crucial role in properly onboarding new families into our district. All families that are identified as newcomers during the registration process are connected directly with parent resource centers to identify needs and connect them to internal and external community resources. Additionally, the Communications department is responsible for the school district's overall communications, including coordination with the media, the development of communication materials, and other marketing collateral. The department also manages communications materials and platforms such as the Madera Minutes, the We Believe Newspaper, and the district's Facebook, Instagram, X and YouTube media accounts. Metric(s) Impacted: 4.3, 4.4			
3	Implementation of a 7-period school day in middle school and high school	At the middle school level a 7-period day will provide students with more opportunities in the day to take needed support classes such as English Language Development while still picking an elective that they are interested and engaged in. At the high school level a 7-period secondary bell schedule will provide students with more opportunities to meet the College and Career Indicator (CCI) through CTE Pathway Completion, A-G, Dual Enrollment, SBAC and/or State Seal of Biliteracy while still having the opportunity to take other electives such as Art, Band, and General Electives. This action most specifically helps and targets English Learners and Students with Disabilities to better access a broad course of study to ensure they can meet the graduation requirements.	$5,226,122	YES

70

		With more opportunities in the day for English Learner students to take required language support classes such as Designated English Language Development and access necessary to core and elective programs, we will see an increase in the Graduation Rates. Additionally, students will have credit recovery courses built into the 7 period daily schedule to increase the opportunities for students to complete required graduation courses. In the current 6 period day, credit recovery courses were only offered during summer school and before or after school; which is a limitation for English Learner students. To standardize scheduling and counseling practices across the district in Middle and High Schools, the district will maintain a Counselor on Special Assignment. The duties of the Counselor on Special Assignment are as follows, but not limited to the following: ● Monitoring and sharing A-G requirements with counselors to improve rates through TES and California Colleges ● Streamline master scheduling practices between sites to ensure credit recovery is offered with fidelity during the school day ● Monitor overall CCI completion to move students from approaching to prepared This is a Required Action For: District - Graduation Rate - English Learners Metric(s) Impacted: 4.17, 4.18, 4.19, 4.20		
4	Implement a Madera Unified Graduate Profile for Graduation	Starting with the class of 2025, all MUSD seniors will be required to pass a Graduate Profile Portfolio and Showcase in order to earn a high school diploma (BP6146.1). In order to support this for students and staff, the following will be provided: ● Provide each comprehensive high school site with lead teacher release periods and supplemental sub or extra time. At the alternative education sites extra time or sub time will be provided. The purpose of leads is to support and coach teachers on school sites to	$6,428,998	YES

		develop students' experiences with the Graduate Profile. ● Planning and training time from a board approved consultant to provide support and structures to the site leads. ● Quarterly lead meetings to standardize and operationalize practices to be consistent between all Madera Unified sites. ● Implement practice showcase opportunities at all sites at the 8th, 10th, and 12th grade levels ● Implement the Graduate Profile into the new high school advisory structure Metric(s) Impacted: 4.5, 4.6, 4.7		
5	Create release and collaboration time for Elementary Teachers through the Elementary Elective Program	Hire specialist teachers in STEM, PE, Music, Dramatic Literacy and Art. Provide opportunities for elementary classroom teachers during the school day to collaborate within grade level teams to discuss student data to develop instructional unit plans and engage in professional learning. By implementing weekly elementary electives, students will find stronger connections with peers and adults as well as overall engagement for a more intrinsically motivating school experience. Every student in elementary school will continue to receive a total of 250 - 300 minutes of electives: Art, STEM, Music, Dramatic Literacy and Physical Education and Activities. During this time, the classroom teacher is released to collaborate with their grade level team, plan and prepare engaging lessons, and utilize districtwide practices of data literacy for continuous improvement of instruction and student learning. Metric(s) Impacted: 1.3, 1.4, 3.1	$14,557,485	YES
6	Guaranteed & Viable Curriculum	Refine the implementation of board adopted researched-based materials and instructional practices within the Guaranteed & Viable Curriculum to ensure regardless of the school, classroom, or teacher, all students have access to rigorous instruction and high quality materials. Provide professional development and coaching support opportunities to facilitate K-12 district articulation focused on Literacy, Mathematics, English Language Development, and subject specific (units of study).	$2,457,967 $358,305	YES NO

72

		Utilize assessment and monitoring systems to provide accurate, actionable data to measure student proficiency and growth in all content areas in order to develop differentiated instruction and targeted interventions to meet the needs of all students. Ensure site-based common formative assessments are aligned to the GVC through districtwide common summative assessments with culminating tasks reflective of CAASPP and the Graduate Profile. Metric(s) Impacted: 4.8, 4.9, 4.10		
7	Supports for Achievement for Foster Youth	Every student in our district is ensured access to the same opportunities for academic achievement and support, including children and youth in foster care. Foster Youth have educational rights established through Assembly Bills 167, 216, and 490 to help eliminate barriers to education and ensure school stability. Madera Unified strives to meet the unique educational needs of foster youth by providing advocacy and other support services designed to encourage the academic and personal success of all students in foster care. Provide foster youth with access to the following supports to address their unique learning needs: - Transportation to and from school of origin - Priority registration in After School Program and Expanded Learning Programs - Teacher professional development - Ensure Foster Youth students have all necessary curriculum, instructional supplies, and school equipment needed to ensure equal participation opportunities. - Provide academic, behavioral and social emotional counseling services - Expand educational opportunities through field trips, Youth conferences, and other unique opportunities (varies from year to year) Metric(s) Impacted: 3.1, 3.7, 4.11, 4.12, 4.13, 4.14, 4.17, 4.19	$297,809 $302,303	YES NO
8	Maintain and Expand Educational Services for Students with Disabilities	Provide comprehensive support programs for Students with Disabilities in compliance with IDEA.	$38,865,630	NO

		Increase services for Students with Disabilities (SWD). Our SWD population is approximately 89% Socioeconomically disadvantaged (SED), and the EL percentage is 34%. Teachers receive necessary professional development and support through district level coaches; which are focused on curriculum implementation and instructional strategies that focus on appropriate scaffolds for SWD students. Additionally, teachers are supported with ensuring SWD's are accessing grade level instruction. In order to ensure that SWD's are placed in the Least Restrictive Environment (LRE), support is provided to improve coordination and collaboration between the special education teacher and general education teacher ensuring that SWD's are receiving the highest quality instruction with appropriate support. Increase support and supplemental resources for teachers and students to improve the performance level of SWD's in English Language Arts and Mathematics on the CAASPP, ELPAC and NWEA assessments. Additionally, these additional resources should increase the number of SWD's who are meeting or exceeding their individual growth goal. Parents with children receiving special education services are given opportunities to provide suggestions and feedback on ways to improve educational outcomes for students through different meeting sessions such as IEP's and Student Study Team meetings. Metric(s) Impacted: 1.1, 4.13, 4.14, 4.16		
9	Increase and Improve the teaching and learning outcomes for students in English Language Arts	<u>All Students K - 6</u> Develop and implement Kindergarten-6th grade District Scope and Sequence for English Language Arts. Implement a five day structured literacy course with all Kindergarten- 3rd grade teachers. Participants will explore the structure of English, letter knowledge, concepts of print, the importance of handwriting, phonological awareness, explicit phonics instruction, irregular word reading, multisyllabic word reading, fluency, specific word instruction, word learning strategies, and comprehension of both literary and informational text. These evidence	$7,149,109	NO

74

		based practices and exposure to research will be directly tied to the structured literacy approach (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension). Refine the current elementary Response to Instruction and Intervention Handbook and implement a comprehensive K-6 Multi-Tiered System of Supports (MTSS). Within this comprehensive framework the focus will include; Common Core State Standards (CCSS), core subject instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. English Learner Students K-6 Provide a comprehensive four-day teacher workshop series. This series will provide educators with the necessary skills to effectively plan and deliver focused designated ELD instruction that enhances English Learners' language development. Participants will acquire a deep understanding of their students, ELD Standards, best instructional practices, and resources and assessments to improve the language development of their multilingual students. The series will also include providing in classroom coaching support, including lesson planning & co-teaching on an ongoing basis. Teachers will leverage assessment data within PLCs to support English Learner students with developing literacy skills in all 4 domains (writing, reading, listening, speaking). Students with Disabilities K-6 Implement a five day structured literacy course with all RSP and SDC teachers. Educators will explore the structure of English, letter knowledge, concepts of print, the importance of handwriting, phonological awareness, explicit phonics instruction, irregular word reading, multisyllabic word reading, fluency, specific word instruction, word learning strategies, and comprehension of both literary and informational text. These evidence based practices and exposure to research will be directly tied to the structured literacy approach (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension).		

		All Students 7-12 Teachers will be provided with continued professional development centered on curriculum design, lesson planning, instructional best practices, and common formative assessments in relation to the 4 domains of literacy (reading, writing, speaking, listening). Specific items that will be focal points of this work will include planning for structured academic discourse opportunities for students, intentional and explicit writing instruction, and calibration around writing expectations, assessments, and grading/feedback. An additional and continued linchpin to this work will be intentional teacher planning around ensuring that literacy goals include the district's Graduate Profile, which entails providing students with opportunities to reflect metacognitively through writing, speaking, and listening. English Learner Students 7-12 Teachers will work to enhance their curricular and instructional approach to students in respect to the Roadmap's Principle 1, building a culture that is culturally-responsive, reflects students, and honors asset-mindedness. They will do this through aligning around the literature they choose for students to read and to respond to in lessons, and embedding units with Culminating Tasks in which speaking and listening opportunities are culturally-relevant and rigorous, as well as applicable to the real world. Teachers will also be provided with coaching and support to design district-wide curriculum and lessons that reflect the Teaching-and-Learning Cycles, implement high-impact instructional strategies for multilingual learners at the classroom level as called out by the Roadmap's list of Indicators, and leverage assessment data in PLCs to support ELD students with developing literacy skills in all 4 domains. Students with Disabilities 7-12 Teachers will receive curricular and instructional support as to how to best serve their Students with Disabilities. This will include explicitly calling out how to accommodate curriculum, lessons, and assessments in different curricular units. When it comes to literacy, this work will include how to making reading, writing, speaking, and listening development curriculum more accessible by including different options for scaffolding, as		

| | | well as collaborative student talk, and clarity around student learning.

This is a Required Action For: District - EL, Homeless, African American; Schools - Nishimoto, King Middle, Furman Independent Study; Student Groups - EL at Chavez, EL and SED at Dixieland, EL at Howard, EL at John Adams, EL at Lincoln, EL at Millview, SED and Hispanic at Nishimoto, SWD at Sierra Vista, EL at Virginia Lee Rose, SWD at Desmond, EL and SED and SWD and Hispanic at King Middle, EL at Jefferson, EL at Torres, SED and Hispanic at Furman

Metric(s) Impacted: 4.11, 4.13, 4.16 | | |
|---|---|---|---|---|
| 10 | Increase and Improve the teaching and learning outcomes for students in Mathematics | <u>All Students K - 6</u>
Continue to refine and implement Kindergarten-6th grade District Scope and Sequence for Mathematics.

Provide comprehensive two-day workshop series designed to provide educators with the necessary skills to effectively plan and deliver focused mathematics instruction that enhances the mathematical competencies of all students. This hands-on training aligns with the California Mathematics Framework, and participants will acquire a deep understanding of their math content, best instructional practices, as well as resources and assessments to improve the mathematics outcomes of their students.

<u>English Learner Students K-6</u>
The Kindergarten-6th grade math sessions focus on deepening teacher understanding of math content which enables teachers to build a learning environment that supports their English Learners. Strategies specific to supporting English Learners include designing experiences in which students use objects, drawings, conceptual language, and real world situations, which help students build mathematical ideas that make sense. Consistent grouping of students with peers to support their thinking and learning in linking conceptual understanding with formal mathematics notation, language, and methods to make mathematics meaningful to students.

<u>Students with Disabilities K-6</u>
Teachers will receive curricular and instructional support as to how to best serve their Students with Disabilities within | $6,205,986 | NO |

| | | mathematics. SDC and RSP teachers will attend the grade level mathematics content workshop sessions appropriate to the grade level of the students they serve.

All Students 7-12
Teachers will be provided with continued professional development centered on curriculum design, lesson planning, instructional best practices, and common formative assessments in relation to Math. Specific items that will be focal points of this work will include planning for structured academic discourse opportunities for students, leveraging academic vocabulary, providing real-world and relevant examples of how to use Math, increased attention to conceptual understanding of Math, offering Project-Based Learning opportunities, and incorporating the use of manipulatives in classes.

An additional and continued linchpin to this work will be intentional teacher planning around the district's Graduate Profile, which entails providing students with opportunities to reflect metacognitively on their learning. Intentional teacher planning around the Graduate Profile also means that teachers will be completing curriculum and lesson designs with the goal of providing students with projects and presentation opportunities.

English Learner Students 7-12
The district has committed to increasing investment in multilingual students in Math, specifically. Teachers will be provided with coaching cycles at the site and individual teacher levels. Teachers will be supported and coached on how to design curriculum, leverage high-impact strategies, and create intentional, meaningful common formative assessments, all with the goal of improving multilingual students' performance in Math. Teachers will receive coaching and support with Principles 1 and 2 from the English Learner Roadmap, and will work to incorporate Principles 1 and 2 through developing students' conceptual - not just procedural - learning of Math, providing students with opportunities to develop skills and demonstrate learning through multiple representations and manipulatives, and by elevating their use of language in the classroom, particularly with academic language.

Students with Disabilities 7-12 | | |

		Teachers will receive curricular and instructional support as to how to best serve their Students with Disabilities. This will include explicitly calling out how to accommodate curriculum, lessons, and assessments in different curricular units. When it comes to Math, this work will include providing students with more real-world and relevant examples and projects of how to use Math. This will also include providing students with more effective and intentional scaffolding options, as well as opportunities to use manipulatives, and engage in learning and demonstrate their learning through multiple representations of how to approach mathematical thinking. Middle School Math Achievement During the 22-23 School Year Madera Unified School District was 93.6 points below standard in Mathematics per the California School Dashboard. Specifically, 7th and 8th grade were 116.9 & 137.7 points below standard respectively during the 22-23 school year. In order to address the needs in Middle School math we will do the following: ● Address the Lack of Instructional Alignment and Depth ● Teacher Quality and Training ● Enhance instructional quality and differentiation in math teaching ● Implement strategic curriculum planning with a focus on backward design and integration of multiple skills/concepts ● Develop and implement targeted intervention strategies for students falling behind This is a Required Action For: District - EL, Homeless, SWD; Schools - Desmond, Jefferson, King, Torres, Furman; Student Group - EL at Dixieland, SWD at John Adams, SWD at Nishimoto, SWD at Sierra Vista, EL and SED and SWD and Hispanic at Desmond, EL and SED and SWD and Hispanic at King Middle, EL and Hispanic at Jefferson, SED and Hispanic at Torres, SED and Hispanic at Furman Metric(s) Impacted: 4.12, 4.14		
11	Provide Full Day Kindergarten and additional support staff for	Increase instructional minutes for kindergarten students to allow students to receive a full day of instruction.	$7,867,016	YES

	all Kindergarten classrooms	Staff each Kindergarten classroom with a paraprofessional in order to lower the teacher to student ratio in order to provide additional support and services to Kindergarten students. Metric(s) Impacted: 4.11		
12	Provide resources and integral information to ensure Continuous Improvement	In the district's ongoing effort to maximize student achievement, we are committed to providing the necessary resources and integral information to support continuous improvement across our educational system. The Continuous Improvement department allocates and distributes data analysis resources strategically throughout the district to ensure that all schools have access to accurate, timely, and comprehensive data and dashboards (Salesforce, Tableau and ParsecGo) that informs instructional practices and supports continuous improvement efforts. We have established multiple robust monitoring and evaluation systems (Madera Learning System, MEtoBE, Met Best Target) to assess the effectiveness of instructional practices and interventions. We use this information to make informed adjustments in the classroom that ensures that all students, particularly those from underserved groups, are making progress towards their academic goals. The Continuous Improvement department also facilitates active engagement with all educational partners, including families, community organizations, and school staff, to gather input and foster collaborative efforts towards continuous improvement (LCAP, Comprehensive School Improvement and Differentiated Assistance). Metric(s) Impacted: 3.3, 3.4, 3.6, 4.12, 4.13, 4.14, 4.16	$1,306,316	YES
13	Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region for eighth grade students	The Madera Technical Exploration Center (Madera TEC) is an innovative school that provides engaging, hands-on instruction to Madera eighth graders. The school provides the following: ● Emphasis on real-world, hands-on learning ● Student work is organized around engaging projects ● A new facility that includes lab and workshop spaces ● Opportunities to learn from and with business partners in the Madera community	$3,278,105	YES

		● Teaching teams that work together to blend topics from three different courses ● Focus on building skills that prepare students for success in high school, college, and career In order to support this new and innovative school we will provide ● Ongoing Project Based Learning Training through a board approved consultant ● Materials and Equipment to stay up to date with the industry needs ● Transportation for students from their homesites to MTEC Metric(s) Impacted: 4.5, 4.6, 4.7		
14	Maintain assessment, accountability and school improvement	In order to identify students who need targeted assistance and support to address learning gaps, the district will utilize Northwest Evaluation association (NWEA) MAP Growth and MAP Reading Fluency assessments to measure student proficiency and growth in the areas of reading, language, and mathematics. These performance monitoring tools provide schools and teachers with accurate, actionable evidence to help plan for differentiated instruction and target intervention support based on the needs of each student or group of students. NWEA MAP assessments will be administered three times during the school year to benchmark individual student growth toward expected learning goals, support appropriate adjustments to intervention services and inform instructional planning. The NWEA assessment data will also serve as a means to evaluate the effectiveness and impact of district initiatives and/or strategies implemented to address student learning needs. Metric(s) Impacted: 4.12, 4.13, 4.14, 4.16	$1,332,488	YES
15	Expand the Intensive Assistance Model	The Intensive Assistance Model (IAM) project is a groundbreaking initiative aimed at empowering educators, transforming teaching practices, and enhancing student learning outcomes within the Madera Unified School District. Through a comprehensive approach to professional learning communities (PLCs), the IAM pilot project seeks to cultivate a culture of collaboration, data-driven decision-making, and	$1,000,000	YES

		instructional leadership across participating schools. Empowering Educators: At the heart of the IAM pilot project is a commitment to empower teachers and administrators to inspire higher levels of student learning achievement. By providing intensive coaching, support, and professional development opportunities, we aim to build the leadership capacity of teacher leaders and administrators alike. Through collaborative inquiry, reflective practice, and ongoing learning, educators are equipped with the knowledge, skills, and resources needed to drive meaningful change and improvement in their schools. Transforming Teaching Practices: Central to the IAM pilot project is the transformation of teaching practices through the implementation of PLCs. By fostering a culture of collaboration and inquiry, educators are able to engage in purposeful dialogue, share best practices, and analyze student data to inform instructional decision-making. This collaborative approach to professional learning not only enhances teaching effectiveness but also promotes a deeper understanding of student needs and learning outcomes. Enhancing Student Learning: Ultimately, the overarching goal of the IAM pilot project is to enhance student learning outcomes. By strengthening the instructional practices of educators and creating a supportive learning environment, we aim to improve academic achievement, increase student engagement, and narrow achievement gaps. Through the collective efforts of educators working collaboratively within PLCs, we strive to create equitable opportunities for all students to succeed and thrive academically. Metric(s) Impacted: 4.12, 4.13, 4.14, 4.16		

Goal #5 - High-Quality Operational Services

Goal #	Description	Type of Goal
5	Provide high quality operational services to ensure the efficient and appropriate use of resources to impact the educational experience of all students.	Broad

State Priorities addressed by this goal.

1. Basic Services
2. State Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed to ensure the district continues to maintain and improve operational services to department and school sites. All Madera Unified School District goals depend on the operational services for efficient implementation and continuous improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Network Up-Time Data Source: Solarwinds/HetrixTools	99.974% 2024			99.99%	
5.2	Average Daily Bus Riders Data Source:Traversa-Routing Software	2,254 students for 2022/2023 (1-year lag)			2,300 students	
5.3	Number of Bus Miles Driven Data Source:Traversa-Routing Software	1,048,143 miles for 2022/2023 (1-year lag)			1,000,000+ miles	
5.4	School Safety Survey Results Data Source: Panorama Survey Results	60% in Spring of 2023/2024			65%	
5.5	Average Time to Close Help Desk Ticket Data Source: Freshdesk	12h 11m 58s June 2023 - June 2024			11h 40m	
5.6	Facilities in "Good" Repair Measured by Facility	0 instances where facilities			0 instances where facilities do	

	Inspection Tool (FIT) Data Source: California Dashboard Rubric	do not meet the "good repair" standard			not meet the "good repair" standard	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Integrated and Collaborative School District Operational Services	To comprehensively manage and improve all aspects of operational services in the school district, including staff recruitment and compensation, vendor payments, facility management, technology provision, resource acquisition, and communication systems. Metric(s) Impacted: 5.1, 5.6	$218,129,771	NO
2	Maintaining Complimentary Transportation Services for Eligible Students	All eligible students can utilize the District's transportation routes; additional equipment/buses will be assigned to a route to meet student demand if necessary. The District will continue the long-standing practice of not charging students or families for transportation services. All transportation services are free to Madera Unified School District students	$4,877,719	YES

		meeting the eligibility requirements. Students with disabilities will receive transportation services if required in the IEP. Homeless children are provided transportation services to and from their school of choice. Door-to-door transportation services are provided for students with limited mobility Providing transportation services will help decrease chronic absenteeism and suspension rates enabling students to participate in student clubs or leadership groups. One of the reasons identified for not signing up in student group opportunities is not having transportation to enable participation in such after school activities. Metric(s) Impacted: 5.2, 5.3		
3	Strengthening and Broadening Interpretation and Translation Services	English Learner student achievement will go up if parents are involved and engaged in the school. Parents of English Learner students will be more engaged in their child's school if appropriate translation services are intentionally provided. Madera Unified will continue to maintain and expand interpretation and translations services. Metric(s) Impacted: 3.3	$719,331	YES
4	Provide students and staff with access to advanced educational technology resources	Procure the latest learning technology through the use of and maintenance of leases and purchase contracts to enhance student programs (1:1 student devices), network accessibility, safety, and digital curriculum. Maintain the lease technology refresh for staff & student devices to provide students with 1:1 technology device ratio. Metric(s) Impacted: 5.1, 5.5	$4,000,000	YES
5	Provide Resources to Implement and Operate Safe Schools for the Community	By providing the necessary resources to implement and operate safe schools, Madera Unified is committed to creating a secure and supportive learning environment for all students. This action is crucial in ensuring that English Language learners, Foster Youth, and low-income students feel safe, supported, and ready to engage in their education. We have and will continue to invest in and maintain comprehensive safety measures, including modern security systems, surveillance cameras, secure entry points, and emergency response protocols. Ensure that all school facilities are regularly inspected and updated to meet safety standards. Madera Unified has provided ongoing training and professional development for staff on safety protocols, crisis management, and creating a positive school climate. This has been done to foster a school climate that is	$5,587,493	YES

		safe, inclusive, and welcoming for all students. Implementation and expansion of anti-bullying programs, peer support groups, and initiatives that promote respect and understanding among students of all backgrounds. Metric(s) Impacted: 5.4		
6	Increase Supplemental Support Staff and Services in Elementary Schools	In order to increase the services and support at our Elementary schools district wide, the Library Media Technicians hours were increased from 3.5 hours daily to 8 hours daily. This increase has provided additional resources and services at each elementary school such as: ● Increase in hours of operation of the elementary school libraries ● Increased opportunities for students read books ● Elementary school libraries are now open before and after school. ● Library Media Technicians are more actively involved in school activities such as After School Program, Battle of the Books, Science Olympiad, and Mathletics. Cafeteria Playground Aides are now staff at each Elementary school. The staffing is based on a student to adult ratio and total school enrollment. Additional time for Cafeteria Playground Aides included: adding supervisory hours between breakfast and lunch, and providing supervision and support to students, addressing the need for continued safety and well-being on campus. 4 RTI Teachers to support K-8 elementary sites Metric(s) Impacted: 3.3	$2,673,444	YES

Goal #6 - Eastin Arcola - Equity Multiplier

Goal #	Description	Type of Goal
6	By June 2025, Eastin-Arcola K-8 students will increase their overall attendance by 2% as measured by monthly and yearly attendance reports from Aeries, and show a decreased Distance From Standard by at least 5% in ELA and Math, as measured by the 2025 CAASPP test.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

1. Basic Services
2. State Standards
3. Parent Involvement
4. Student Achievement

6.   School Climate
7.   Course Access
8.   Other Pupil Outcomes.

> An explanation of why the LEA has developed this goal.

EC Section 52064(e)(7) requires LEAs that receive Equity Multiplier funds to include a focus goal(s) for each eligible Equity Multiplier school site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Attendance Rate Data Source: CALPADS	90.47% in 2022-2023			93%	
6.2	NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading : 51.2% Math : 50% met their best target by the Spring 2023-2024 administration			Reading : 80% Math : 80% meet their best target	
6.3	English Learner Progress Data Source: CA School Dashboard	55.9% making progress in 2022-2023 (1-Year lag)			65% making progress	

Goal Analysis for 2024-25

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

> A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

Not Applicable.

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase staffing to support student attendance and welfare	Provide support to families and students by enhancing school-to-home communication, benefiting increased connectivity, student attendance, and parent involvement for our English Learner/Migrant students, and student population as a whole. Metric(s) Impacted: 6.1	$55,000	NO
2	Provide additional academic support and resources	To support English Learners and Migrant students with foundational skills and language development, we will provide targeted after-school tutoring in literacy and math, purchase books and instructional materials to enhance reading and writing opportunities, and order resources to benefit both these students and the broader student body. Metric(s) Impacted: 6.2, 6.3	$143,153	NO
3	Purchase Supplemental Social Emotional Learning Curriculum	To increase attendance, student participation, and school involvement, we will invest in SEL and character education materials, incentives, awards, field trips, school activities, and family communication materials. Metric(s) Impacted: 6.1, 6.2, 6.3	$25,000	NO
4	Increase supervisory staff during recess	Additional time for Cafeteria Playground Aides to add hours between breakfast and lunch, to provide supervision and support to students, addressing the need for continued safety and well-being on campus. Metric(s) Impacted: 6.1	$20,000	NO

Goal #7 - Furman K-12 Independent Study Equity Multiplier

Goal #	Description	Type of Goal

7	By June 2025, Furman TK-12 students will increase their overall attendance by 1% from 84% in elementary and 89% in high school as measured by monthly and yearly attendance reports from Aeries, and show a decreased Distance From Standard by at least 10% in ELA (-94.2) and math (-154.2), as measured by the 2025 CAASPP test.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

1. Basic Services
2. State Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

EC Section 52064(e)(7) requires LEAs that receive Equity Multiplier funds to include a focus goal(s) for each eligible Equity Multiplier school site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Local Student Climate Survey (3rd-8th grade) Data Source: Panorama Survey Results	Engagement - 40%, Belonging - 62%, Safety - 91% Climate - 71% in Spring of 2023/2024			Engagement - 45%, Belonging - 65%, Safety - 95% Climate - 75%	
7.2	NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading : 40% Math : 41.28% met their best target by the Spring 2023-2024 administration			Reading : 80% Math : 80% meet their best target	
7.3	Attendance Rates Data Source: CALPADS	73.27% in 2022-2023			77.5%	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

Not Applicable.

Not Applicable.

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental and Support Staff	To ensure the success of all students, we will provide continuous outreach to students and parents, offering comprehensive support for academic, behavioral, and socio-emotional challenges, with a particular focus on K-8 ELA and math. This includes regular monitoring and communication to address attendance, work completion, and academic performance Metric(s) Impacted: 7.1	$ 467,000	NO
2	Supplemental Academic Support(s)	To enhance student learning and support academic success, we will invest in online learning platforms for Tier 2 and Tier 3 interventions in ELA and mathematics, provide necessary equipment for both in-person and at-home learning, and supply books and instructional materials to enrich classroom libraries and promote reading, writing, and note-taking skills. Metric(s) Impacted: 7.2	$ 60,000	NO
3	Supplemental Support to improve the Social Emotional Learning	To increase attendance, student participation, and involvement in school, we will invest in SEL and character education materials, provide incentives and awards, fund field trips and school activities, support after-school tutoring, and purchase materials for family communication and meetings. Metric(s) Impacted: 7.1, 7.3	$ 61,409	NO

Goal #8 - Mt. Vista Continuation High School Equity Multiplier

Goal #	Description	Type of Goal
8	By June 2025, Mountain Vista High School will decrease their overall suspension rate by 10% from 25.1% to 15.1 as measured by the suspension indicator on the California Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

1. Basic services
2. Academic Standards
3. Parent Involvement
4. <mark>Student Achievement</mark>
5. <mark>Student Engagement</mark>
6. <mark>School Climate</mark>
7. Course Access
8. Other Outcomes

An explanation of why the LEA has developed this goal.

EC Section 52064(e)(7) requires LEAs that receive Equity Multiplier funds to include a focus goal(s) for each eligible Equity Multiplier school site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Suspension Rate Data Source: CA School Dashboard	25.1% In 2022-2023			15.1%	
8.2	Attendance Rate Data Source: CALPADS	90.9% In 2022-2023			93%	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase Supplemental and Support Staffing	To support students with behavioral, social-emotional, and academic challenges, we will hire an Intervention Specialist Counselor to address restorative practices, peer conflict, and social-emotional support, and a Student Advocate to enhance academic achievement through tutoring, parent outreach, and classroom engagement. Metric(s) Impacted: 8.1, 8.2	$217,890	NO

Goal #9 - Ripperdan Community Day School Equity Multiplier

Goal #	Description	Type of Goal
9	By June 2025, Ripperdan Community Day School will decrease the overall suspension rate by 10% from 64.3% to 54% as measured by the California Dashboard Indicator on Suspension Rate.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

1. Basic services
2. Academic Standards
3. Parent Involvement
4. <mark>Student Achievement</mark>
5. <mark>Student Engagement</mark>
6. <mark>School Climate</mark>
7. Course Access
8. Other Outcomes

An explanation of why the LEA has developed this goal.

EC Section 52064(e)(7) requires LEAs that receive Equity Multiplier funds to include a focus goal(s) for each eligible Equity Multiplier school site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Suspension Rate Data Source: CA School Dashboard	64.3% in 2022-2023			54%	
9.2	Attendance Rate Data Source: CALPADS	73.53% in 2022-2023			75%	
9.3	Belonging Survey Result Data Source: Panorama Survey Results	55.61% in Spring 2023-2024			60%	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase Supplemental and Support Staffing	Hire additional staff for the Student Responsibility Center (SRC) to help students refocus, reengage, and stay on campus instead of facing suspension. Metric(s) Impacted: 9.3	$65,156	NO
2	Purchase Supplemental Social Emotional Learning Curriculum	To increase attendance, student participation, and school involvement, we will invest in SEL and character education materials, incentives, awards, field trips, school activities, family communication materials, and an online SEL learning platform to support students and staff. Metric(s) Impacted: 9.2	$33,000	NO
3	Minimize Student Distractions	Purchase phone pouches to minimize distractions and promote student engagement. Metric(s) Impacted: 9.1	$ 5,000	NO

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentrations Grants	Projected Additional 15 percent LCFF Concentration Grant

$89,603,196			$11,673,469

Required Percentages to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover-Percentage	LCFF Carryover-Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.81%	0%	$0	41.81%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Action Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on the LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal #1, Action #1	**Low Income and English Learners** CA School Dashboard: English Learners earned the lowest performance level in following indicators: Graduation Rate - English Learner (74%) Mathematics (-111.1 DFS) English Language Arts (-81.9 DFS) English Learner Progress Indicator (ELPI) - (49.3%) College and Career Indicator - Very Low	*IF* all schools will ensure the English Learner Roadmap Principle #1; which is *Assets-Oriented and Needs Responsive Schools* is prioritized and implemented with fidelity. *AND* schools are responsive to the needs and identities of their English Learner students and families. Schools will value and build upon the cultural linguistic assets students bring to their education in safe and affirming school climates. And educators value and build strong family, community and school partnerships. *THEN* the result will be an increase the number of English Learner students	% of English Learner who made progress toward English Proficiency measured by ELPAC English Learner Reclassification Rate State Seal of Biliteracy Number of professional development sessions offered on multilingualism and EL strategies. Teacher participation rate in professional development sessions.

	DELAC Parent Advisory formally recommended to the MUSD Board of Trustees to: Recommendation #1 Increase the services for all English Learners (Newcomers, Long-Term English Learners, and RFEP students). Recommendation #2 Provide professional development for educators to ensure equitable access to language resources, addressing the needs of all students, with particular attention to the needs of long-term English learners. Recommendation #3 Implement targeted initiatives to celebrate diverse linguistic talents, fostering a positive and inclusive learning environment for all students.	reclassified annually in MUSD and English Learner students would meet their ELPI growth by either improving one language proficiency level or maintaining at the highest language proficiency level and the overall academic performance of English Learner students would increase.	
Goal #1, Action #5	**Low Income and English Learners** Based on our internal Student Information System, 382 Seniors graduated with a State Seal of Biliteracy in 2023-2024. CA Schools Dashboard revealed that English Learners are earning a performance level of *Very Low* on the College and Career Dashboard Indicator (CCI)	**IF** MUSD invests in schoolwide programs of choice such as Dual Language Immersion and Heritage Language model programs as an asset based approach to multilingualism with the highest quality language support that meets students needs **THEN** MUSD will maximize student reclassification rates, increase student achievement on the CA Seal of Biliteracy and ensure equitable enrollment and increase the number of English Learner students completing the CCI on the CA Schools Dashboard.	State Seal of Biliteracy % of English Learners meeting the CCI dashboard indicator % of English Learner students passing a AP World Languages exam
Goal #1, Action #6	**Low Income and English Learners** DELAC Parent Advisory Committee Feedback: ● Increase the number of bilingual teachers in MUSD ● Increase opportunities for MUSD teachers to participate in authentic and culturally relevant experiences.	**IF** MUSD participates in international cultural exchange opportunities to improve or enhance the cultural and linguistic staff development due to a lack of traditional university teacher preparation and training being sufficient to meet Madera Unified students' language support needs **AND IF** MUSD prioritizes an asset-based approach to multilingualism with the highest quality language support that meets students' needs	Total Number of Teachers hired from other countries Total number of teachers/staff annually participating in the cultural exchange summer program Rate of Teacher Vacancies Rate of Voluntary Resignations

		THEN MUSD will improve achievement, raise reclassification rates and allow access to pathways/electives for English Learner students.	
Goal #2, Action #2	**Low Income** Based on our internal Student Information System: 70 percent of TK-12 students were enrolled in at least one arts class during the day, and 712 students participated in an arts activity after the school day, while having access to three of the five possible arts disciplines, and 141 students reached the "advanced" level in one or more disciplines. DELAC Advisory Committee recommended to the MUSD Board of Trustees: Develop and enhance student learning experiences and opportunities that will support a well-rounded education for students in CTE pathways, VAPA pathways, Dual Enrollment Courses, etc.	*IF* MUSD provides sequential and standards-based programs in Dance, Media Arts, Music, Theatre, and Visual Art inside and outside of the school day for all students TK-12 to expand student access. *THEN* an increased number of students will reach "Advanced" Mastery by graduation in one or more art discipline(s) / course in grades (9-12). Also, an increase in Arts Education staffing, including classified staff to support students in attaining their goals. Through improved quality, equitable access and alignment to a variety of engagement opportunities, students will find stronger connections with peers and adults as well as overall engagement for amore intrinsically motivating school experience.	Percentage of students enrolled in an arts class during the school day Number of students participating in an arts activity after the school day Number of Arts disciplines accessible to students with an opportunity to reach "Advanced" by graduation Number of student achieving "Advanced" level in at least one art discipline
Goal #2, Action #3	**Low Income** Based on internal Student Information System tracking: 2,002 students participated in Community Athletics Recreation Department Participation offerings and 5,641 students participated in Elementary, Middle or High School athletics. Additionally, based on our Panorama Survey Results, School Belonging, 48% responded favorably, School Engagement, 35% responded favorably in Spring of 2023-2024.	*IF* A comprehensive and coordinated athletics program design includes, but is not limited to: community based recreational athletic programs and school based athletic programs in Elementary, Middle, and High School. *THEN* students and families will be more engaged in activities they enjoy and are more motivated, supportive, and therefore perform at higher levels. Through improved quality, equitable access and alignment to a variety of engagement opportunities, students will find stronger connections with peers and adults as well as overall engagement for amore intrinsically motivating school experience.	Number of Unique student participants in Community Athletics Recreation Department Participation Number of Unique student participants in MULES (Elementary), MS Athletics, or HS Athletics Panorama Survey Data in identified areas of belonging and engagement

| Goal #2, Action #4 | **Low Income**

Based on internal Student Information System tracking:

In 2023-24, 2,182 students in grades 7-12 were members affiliated in at least one Career Technical Student Organization (CTSO) or National student leadership organization.

The Parent Advisory Committee (PAC) recommended to the MUSD Board of trustees that:

Develop and enhance student learning experiences and opportunities for all students across Career Technical Education (CTE) pathways, Visual and Performing Arts (VAPA) pathways, and Dual Enrollment Courses. Ensuring a comprehensive and well-rounded education enables all students to fulfill the College and Career Readiness State Indicator and meet the requirements of the Madera Unified Graduate Profile portfolio and showcase, thereby preparing them for future success.

DELAC Advisory Committee recommended to the MUSD Board of Trustees:

Develop and enhance student learning experiences and opportunities that will support a well-rounded education for students in CTE pathways, VAPA pathways, Dual Enrollment Courses, etc. | *IF* MUSD continually re-invests, improves and supports secondary school based CTSO's

THEN student participation at the local, regional, state, and national levels will increase.

AND students will achieve higher levels of recognition in CTSO competitions above the local level. | Total Number of students in a Career Technical Student Organization (CTSO) Affiliation

% increase in CTSO participation in grades 7-12.

Panorama Survey Data in identified areas of belonging and engagement |

Goal #2, Action #5	**Low Income** MUSD believes that strong commitment to co-curricular programs will lead to higher participation, improved interpersonal connections, overall school engagement, intrinsic motivation, and a sense of personal pride for students. Based on Panorama Survey Results 35% of students responded that they feel engaged in school. 48% of students responded favorably to feeling a sense of belonging in school.	*IF* MUSD develops and implements a system to track the co-curricular participation of elementary school students and the participation of secondary school students and also develops an incentive system for student participation *THEN* students will be more engaged in school and have a greater sense of belonging and thus the districts Panorama survey results should improve. *AND* the attendance rate for students should improve and the suspension rate of students should decrease because being connected to school is highly valuable to students' overall education and identity and todays students have a greater and ore specific need for this kind of engagement.	Elementary Student participation in co-curricular programs Secondary Student participation in co-curricular programs Panorama Survey Data in identified areas of belonging and engagement
Goal #3, Action #1	**Low Income** Based on Panorama Survey Results: School Safety - 60% of students responded favorably School Belonging - 48% of students responded favorably School Climate - 48% of students responded favorably School Engagement - 35% of students responded favorably in Spring of 2023-2024. Additionally, based on the CA School dashboard, the suspension rate was 3.7% and chronic absenteeism was 28.2% districtwide in 2022-2023.	*IF* MUSD provides professional development and staff training to support culturally relevant teaching strategies, materials, and competency in diversity, equity and inclusion through the consistent and focused use of the MUSD Identity Documents and the Student Champion Course. *THEN* MUSD staff and students will experience a positive culture; which will develop a culture of professionalism and collective responsibility. *AND* the attendance rate for students should improve and the suspension rate of students should decrease because being connected to school is highly valuable to students' overall education and identity and today's students have a	Local Student Climate Survey (3rd-12th grade) Suspension Rate Chronic Absenteeism Rate

		greater and/or specific need for this kind of engagement.	
Goal #3, Action #2	**Low Income** Based on our Panorama Survey Results: Teaching Efficacy - 78% responded favorably Staff-Leadership Relationships - 77% responded favorably Student Mindset - 77% responded favorably Belonging - 35% responded favorably Staff-Family Relationships - 63% responded favorably in Spring of 2023-2024.	*IF* We implement the Teacher Support Mentor (TSM) program to provide comprehensive support and professional development to new teachers. *THEN* Students will benefit from improved teaching quality and enhanced learning experiences, leading to better academic outcomes through the ongoing professional development of teachers that will bring enhanced teacher effectiveness, improved classroom management and a supportive learning environment.	Local Teacher Survey
Goal #3, Action #3	**Low Income** Based on our Panorama Survey Results: Teaching Efficacy - 78% responded favorably Staff-Leadership Relationships - 77% responded favorably Student Mindset - 77% responded favorably Belonging - 35% responded favorably Staff-Family Relationships - 63% responded favorably in Spring of 2023-2024. Additionally, Staff-Leadership Relationships - 75% responded favorably Belonging - 69% responded favorably	*IF* We implement comprehensive recruitment and retention strategies for diverse educational staff in a supportive learning environment. *THEN* Students will benefit from a more inclusive and representative educational experience, leading to improved academic and social-emotional outcomes through students having representation and role models, increased staff retention and improved academic outcomes by demonstrating cultural competence, equity and inclusion.	Local Teacher Survey Local Staff Survey

	Staff-Family Relationships, 55% responded favorably in Spring of 2023/2024.		
Goal #3, Action #4	**Low Income** Based on our Panorama Survey Results: Teaching Efficacy - 78% responded favorably Staff-Leadership Relationships - 77% responded favorably Student Mindset,77% responded favorably Belonging - 35% responded favorably Staff-Family Relationships - 63% responded favorably in Spring of 2023-2024. Additionally, Staff-Leadership Relationships - 75% responded favorably Belonging - 69% responded favorably Staff-Family Relationships, 55% responded favorably in Spring of 2023/2024.	*IF* We develop a comprehensive employee career ladder with incentive programs, pathways, and targeted professional learning for career advancement. *THEN* All students will benefit from a highly motivated, skilled, and stable teaching workforce, leading to improved educational outcomes through enhanced teacher effectiveness, retention of high-quality educators, leadership development which all lead to improved school culture and climate.	Local Teacher Survey Local Staff Survey
Goal #3, Action #5	**Low Income** Based on the CA School dashboard, the suspension rate was 3.7% and chronic absenteeism was 28.2% districtwide in 2022-2023. Additionally, based on DataQuest, the expulsion rate was 0.3% districtwide.	*IF* We enhance staff capacity to implement a tiered PBIS framework with fidelity through targeted professional learning and support services. *THEN* Students will benefit from improved social-emotional/ behavioral (SEB) outcomes and a more supportive and equitable learning environment, leading to better academic and personal success through access to counseling and psychological	Suspension Rate Expulsion Rate Chronic Absenteeism Rate

		services, and strengthened tier 1 systems and restorative practices with the continued adoption of socioemotional core curriculum.	
Goal #3, Action #6	**Low Income** Based on the CA School dashboard, the suspension rate was 3.7% districtwide in 2022-2023. Additionally, based on DataQuest, the expulsion rate was 0.3% districtwide.	**IF** We implement proactive programs to support mental wellness and provide social-emotional supports through a Multi-Tiered System of Support (MTSS). **THEN** Students will benefit from a comprehensive support system that addresses their academic, behavioral, and social-emotional needs, leading to improved overall well-being and academic success through behavioral interventions and supports that includes integrated support services, mental health and suicide prevention and crisis responses teams all wrapped in socialemotional learning.	Suspension Rate Expulsion Rate
Goal #3, Action #9	**Low Income** Based on our Panorama Survey Results: School Safety - 60% responded favorably School Belonging - 48% responded favorably school Climate - 48% responded favorably School Engagement - 35% responded favorably in Spring of 2023-2024. Additionally, based on the CA School dashboard, chronic absenteeism was 28.2% districtwide in 2022-2023.	**IF** We allocate funding and logistical support to ensure that TK-6th grade students have access to field trips regardless of their socio-economic background. **THEN** Low-income students will benefit from enriched learning experiences that enhance their academic, social, and cultural development through equitable access to enriching experiences, enhanced curriculum integration, exposure to diverse learning opportunities through community and cultural engagement.	Local Student Climate Survey (3rd-12th grade) Chronic Absenteeism Rate
Goal #4, Action #1	**Low Income**	**IF** We expand and enhance Early Childhood Education (ECE),	Preschool Enrollment

	Based on our internal Student Information System, 388 students were enrolled in preschool. Additionally, based on the DRDP Online: Social and Emotional Development: - 67% Language & Literacy Development - 49% Cognition: Math - 56% were Building Later/Integrating Earlier Levels on the spring 2023-2024 administration.	Preschool, and Transitional Kindergarten (TK) programs by hiring qualified educators, developing a comprehensive curriculum, and providing ongoing professional development and support. **THEN** Students will benefit from high-quality early education experiences that foster their cognitive, social-emotional, physical, and creative development, leading to improved academic outcomes through having highly qualified educators and support staff achieved by ongoing professional development, paired with comprehensive curriculum that also supports students with disabilities	Desired Results Developmental Profile Assessment results
Goal #4, Action #2	**<u>Low Income</u>** Based on the CA School Dashboard there was Full Implementation in Parent Input in Decision Making. Additionally, based on internal attendance tracking, 2,770 parents participated in virtual or in-person workshops in 2023-2024.	**IF** We build effective communication and engagement through Parent Resource Center workshops, including topics on technology, social-emotional development, and college readiness. **THEN** Students will benefit from increased parental support and engagement, leading to improved academic outcomes through enhanced parental knowledge and skills, stronger parent-school connections, additional support for newcomer families and empowered parent advocacy which all lead to improved student outcomes.	Parent Input in Decision Making Parent Participation in Programs for Unduplicated Pupils
Goal #4, Action #3	**<u>Low Income</u>** Based on DataQuest, the high school dropout rate was 4.3%, with a high school graduation rate of 90.5%. Of those graduates, 47.1% were also A-G completers in 2022-2023.	**IF** We implement a 7-period school day in middle school and high school, providing additional opportunities for support classes, electives, and credit recovery. **THEN** Students will benefit from increased academic and support	High School Dropout Rate Middle School Dropout Rate High School Graduation Rate

		opportunities, leading to improved educational outcomes through increased access to support classes, preparedness for college and careers, built-in credit recovery and standardized scheduling and counseling.	A-G Completion
	Additionally, based on CALPADS the middle school dropout rate was 0.03% in 2022-2023.		
Goal #4, Action #4	**Low Income** Based on the CA School Dashboard, 40.1% of graduates met the College and Career Indicator in 2022-2023. Additionally, based on DataQuest, 37.6% of graduates completed a CTE Pathway and 19.4% of graduates completed A-G Requirements and a CTE Pathway In 2022/2023	**IF** We implement the Madera Unified Graduate Profile for graduation, providing necessary support and resources for both students and staff. **THEN** Students will benefit from a comprehensive support system that enhances their readiness for graduation and future success, leading to improved academic and personal outcomes through integration into advisory structures with structured support for teachers and standardized practices across sites that gives students early and ongoing practices opportunities to develop essential skills that are critical for their academic and career success.	College/Career Indicator CTE Pathway Completion CTE Pathway and A-G Completion
Goal #4, Action #5	**Low Income** Based on our internal Human Resource information system, 4% of Madera Unified staff voluntarily resigned and 2% of teacher positions were vacant in 2023-2024. Additionally, based on our Panorama Survey Results: Teaching Efficacy - 78% responded favorably Staff-Leadership Relationships - 77% responded favorably Student Mindset - 77% responded favorably	**IF** We create release and collaboration time for elementary teachers through the Elementary Elective Program by hiring specialist teachers and providing structured collaboration opportunities. **THEN** Students will benefit from improved instructional quality and increased engagement, leading to enhanced academic outcomes through teacher collaboration and professional learning, and specialized instruction in electives that lead to improved student engagement and motivation.	Rate of Teacher Vacancies Rate of Voluntary Resignations Local Teacher Survey

	Belonging - 35%responded favorably Staff-Family Relationships - 63% responded favorably in Spring of 2023/2024.		
Goal #4, Action #6	**Low Income** Based on the CA School Dashboard: Standard Met was achieved both on Access to Standards – Aligned Instructional Materials and Implementation of State Standards. Also, 0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home.	*IF* We refine the implementation of board-adopted researched-based materials and instructional practices within the Guaranteed & Viable Curriculum (GVC). *THEN* Students will benefit from consistent, high-quality instruction and targeted support, leading to improved academic outcomes through professional development and coaching for teachers which will lead to access to rigorous instruction for students, and assessment and monitoring systems that lead to aligned assessments.	Access to Standards–Aligned Instructional Materials Implementation of State Standards Access to and enrollment in a broad course of study
Goal #4, Action #9	**Low Income** Based on NWEA Assessment Results 23.5% of students assessed Meet or Exceeds in all assigned domains and 38.5% met their best target in reading and 42.1% met their best target in mathematics in the spring 2024 administration. Additionally, based on the 2023 CA School Dashboard the DFS was -52.2 points districtwide on the CAASPP ELA assessment.	*IF:* We develop and implement a comprehensive Kindergarten-6th grade District Scope and Sequence for English Language Arts and provide targeted professional development and support for teachers across all grades. *THEN* (K-6) Low-income students will benefit from enhanced literacy instruction, leading to improved academic outcomes through structured literacy instruction, comprehensive multi-tiered system of supports, targeted ELD instruction, and specialized literacy support. *THEN* (7-12) Low-income students will benefit from enhanced literacy instruction, leading to improved academic outcomes through professional development for	NWEA MAP Reading Fluency (K-2nd) CAASPP ELA NWEA Growth Target Met Progress

		secondary teachers that included culturally responsive instruction and accessible literacy instruction.	
Goal #4, Action #11	**Low Income** MUSD Kindergarten Screening Tool indicates that students are entering Kindergarten with a lack of basic literacy skills ● Letter Knowledge ● Concepts of print ● Oral English Language Indicator ● Name Writing PAC Advisory Committee recommended to the MUSD Board of Trustees: ● Ensuring early access to basic language and literacy opportunities in TK & K	**IF** We provide full-day kindergarten and additional support staff in the form of paraprofessionals in all kindergarten classrooms. **THEN** Kindergarten students will benefit from increased instructional time and personalized support, leading to improved academic readiness and overall educational outcomes through increased instructional time with lower staff-to-student ratios, that provides enhanced support and services which will lead to improved early learning outcomes.	NWEA MAP Reading Fluency (K-2nd) ● 3x annually to assess foundational skills beginner, foundational skills, and adaptive oral reading ESGI Kindergarten Assessment ● ELA ● Math Standards Based Mastery Grading
Goal #4, Action #12	**Low Income** Based on our Panorama Survey Results: School Safety - 60% responded favorably School Belonging - 48% responded favorably School Climate - 48% responded favorably School Engagement - 35% responded favorably in spring of 2024. Based on NWEA Assessment Results, 38.5% met their best target in reading and 42.1% met their best target in mathematics in the spring 2024 administration.	**IF** We provide the necessary resources and integral information to support continuous improvement across our educational system. **THEN** Students will benefit from more effective instructional practices and interventions, leading to improved academic outcomes through the access to accurate and timely data, robust monitoring and evaluation systems to make informed instructional adjustments and active engagement with education partners.	Local Student Climate Survey (3rd-12th grade) Suspension Rate Chronic Absenteeism Rate NWEA Mathematics CAASPP ELA CAASPP Math NWEA Growth Target Met Progress

	Additionally, based on the 2023 CA School Dashboard the DFS was -52.2 points and -93.6 points districtwide on the CAASPP ELA and mathematics assessments respectively. Also, Chronic Absenteeism was 28.2% districtwide.		
Goal #4, Action #13	**Low Income** Based on the 2023 CA School Dashboard, 40.1% of graduates met the College and Career Indicator. Additionally, based on DataQuest, 37.6% of graduates completed a CTE Pathway and 19.4% of graduates completed A-G Requirements and a CTE Pathway in 2022-23	*IF* We provide engaging, hands-on instructional curriculum aligned with important industry sectors for eighth-grade students at the Madera Technical Exploration Center (Madera TEC). *THEN* Students will benefit from real-world learning experiences and skill-building opportunities that enhance their academic and career readiness, leading to improved educational outcomes through real-world, hands-on learning, industry-relevant facilities and partnerships, interdisciplinary teaching teams, preparation for high school, college and career with equitable access to education.	College/Career Indicator CTE Pathway Completion CTE Pathway and A-G Completion
Goal #4, Action #14	**Low Income** Based on NWEA Assessment Results 23.5% Meet or Exceeds in all assigned domains in the spring of 2024 administration. Additionally, based on the 2023 CA School Dashboard the DFS was -52.2 points and -93.6 points districtwide on the CAASPP ELA and mathematics assessments respectively. Also 14.8% met or exceeded standard on the CA Science Test.	*IF* We maintain the use of NWEA MAP Growth and MAP Reading Fluency assessments to measure student proficiency and growth in reading, language, and mathematics three times a year. *THEN* Students will benefit from targeted and effective support strategies that address their specific learning gaps, leading to improved academic outcomes through identification of learning gaps, differentiated instructional and targeted interventions, continuous monitoring and adjustems and evaluation of district initiatives.	NWEA Mathematics (1st-2nd) CAASPP ELA CAASPP Math California Science Test Met or Exceeded Standard

Goal #4, Action #15	**Low Income** Based on NWEA Assessment Results 23.5% in the spring of 2024 administration. Additionally, based on the 2023 CA School Dashboard the DFS was -52.2 points and -93.6 points districtwide on the CAASPP ELA and mathematics assessments respectively. Also 14.8% met or exceeded standard on the CA Science Test.	*IF* We expand the Intensive Assistance Model (IAM), focusing on empowering educators, transforming teaching practices, and enhancing student learning outcomes through professional learning communities (PLCs). *THEN* Students will experience significant improvements in their academic achievement and overall educational experience due to empowering educators, transforming teaching practices, and enhancing student learning.	NWEA Mathematics (1st-2nd) CAASPP ELA CAASPP Math California Science Test Met or Exceeded Standard
Goal #5, Action #2	**Low Income** Based on Traversa-Routing Software, 2,254 students were the average daily bus riders and 1,048,143 miles were driven on bus routes in 2022-2023.	*IF* We maintain and provide complimentary transportation services for eligible students, ensuring that all students can access school and extracurricular activities without financial or logistical barriers. *THEN* Low-income students will benefit from increased access to educational opportunities and support, leading to improved academic and behavioral outcomes through improved attendance, enhanced participation in extracurricular activities, reduced suspension rates and support for student with disabilities and homeless students	Average Daily Bus Riders Number of Bus Miles Driven
Goal #5, Action #3	**Low Income** Based on our Panorama Survey Results: School Safety - 60% responded favorably School Belonging - 48% responded favorably School Climate - 48% responded favorably	*IF* We strengthen and broaden interpretation and translation services to ensure that parents of English Learner students can fully engage and participate in their child's education. *THEN* Low-income students, particularly those who are English Learners, will experience improved educational outcomes through the following means; enhanced parental engagement, improved student	Local Student Climate Survey (3rd-12th grade)

	School Engagement - 35% responded favorably in Spring of 2024.	achievement and strengthened school-community relationships	
Goal #5, Action #4	**Low Income** Based on Solarwinds, 99.974% was the total network up-time. Additionally, based on Freshdesk, the average time to close a help desk ticket was 12h 11m 58s.	*IF* We procure and maintain the latest learning technology through leases and purchase contracts, ensuring that each student has access to a personal learning device (1:1 student device ratio). *THEN* Students will have equitable access to advanced educational technology, which will address their specific educational needs and support their academic growth by providing enhanced learning opportunities, improved academic performance, increased digital literacy and equal access to resources.	Network Up-Time Average Time to Close Help Desk Ticket
Goal #5, Action #5	**Low Income** Based on our Panorama Survey Results: School Safety - 60% responded favorably in Spring of 2024.	*IF* we invest in and maintain comprehensive safety measures, including modern security systems, surveillance cameras, secure entry points, and emergency response protocols. *AND* provide ongoing training and professional development for staff on safety protocols, crisis management, and creating a positive school climate. *THEN* we will significantly enhance the physical security of our schools. *AND* staff will be better equipped to handle emergencies and foster a nurturing environment. This ensures that all students, especially those from vulnerable groups such as EL learners, Foster Youth, and low-income students, feel safe and protected within the school premises.	School Safety Survey Results

| Goal #5, Action #6 | **<u>Low Income</u>**

Based on our Panorama Survey Results:

School Safety - 60% responded favorably

School Belonging - 48% responded favorably

School Climate - 48% responded favorably

School Engagement - 35% responded favorably in Spring of 2024. | *IF* we increase the Library Media Technicians' hours from 3.5 hours daily to 8 hours daily at each elementary school.

AND IF we staff Cafeteria Playground Aides at each elementary school based on a student-to-adult ratio and total school enrollment.

AND IF we employ 4 RTI (Response to Intervention) Teachers to support K-8 elementary sites.

THEN we will provide enhanced library services and additional resources that are crucial for low-income students, fostering their academic growth and engagement.

AND we will ensure adequate supervision and support for all students during non-instructional times, which is essential for maintaining a safe and positive school environment for all students.

AND we will be able to provide targeted academic interventions and support for students who are struggling, ensuring that they receive the necessary assistance to succeed academically. | Local Student Climate Survey (3rd-12th grade) |

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

| Goal #1, Action #2 | **English Learner, At-Risk & Long Term English Learner (LTEL)**

Based on the 2023 CA School Dashboard our district's ELPI progress was 49.3%; which indicates that 50.7% or approximately 3,000 English Learner students did not make adequate yearly progress towards acquiring language and literacy proficiency. | *IF* MUSD supports all English Learner students in obtaining English language proficiency and mastery of the core content standards by implementing a high-quality, comprehensive program for English Learners that includes the following:

● Guaranteed and Viable Designated ELD Curriculum
● Teacher training on quality Instructional Strategies
● Ensure ELD program aligned with the district expectations is fully implemented at each school districtwide

THEN English Learner students would meet their ELPI growth by either improving one language proficiency level or maintaining at the highest language proficiency level and should reclassify at a higher rate and less students will become classified as At-Risk or Long-Term EL's. | % of English Learner who made progress toward English Proficiency measured by ELPAC

English Learner Reclassification Rate

State Seal of Biliteracy

Number of professional development sessions offered on multilingualism and EL strategies.

Teacher participation rate in professional development sessions.

Parsec Real: Teacher self-reported competency in implementing EL strategies pre- and post-professional development. |
| Goal #1, Action #3 | **English Learner, At-Risk & Long Term English Learner (LTEL)**

Based on the 2023 CA School Dashboard our district's ELPI progress was 49.3%; which indicates that 50.7% or approximately 3,000 English Learner students did not make adequate yearly progress | *IF* MUSD provides intentional professional development focusing on instructional strategies and practices that improve the development of English language proficiency and literacy of English Learner students at all levels.

THEN teacher and leader capacity will improve through
● continuous professional development sessions aimed at | Rate of Teacher Vacancies

Rate of Voluntary Resignations

State Seal of Biliteracy

Number of instructional |

		deepening understanding and proficiency in English Language Proficiency Assessments, reclassification procedures, the ELA/English Language Development (ELD) Framework ● ELD standards ● Integrated and Designated ELD strategies, and ● As well as evidence-based practices tailored to address the distinct language requirements of English Learner (EL) and Long-Term English Learner (LTEL) students. **AND** English Learner students would meet their ELPI growth by either improving one language proficiency level or maintaining at the highest language proficiency level and the result will be an increase in teacher efficacy and skill; which will increase the number of English Learner students reclassified annually in MUSD.	coaching sessions provided to teachers. Percentage of teachers receiving instructional coaching focused on multilingual education. Parsec Real: Teacher satisfaction and perceived effectiveness of instructional coaching. Student performance improvements in classrooms of teachers who received instructional coaching.
Goal #1, Action #4	**<u>English Learner students</u>** Based on the 2023 CA School Dashboard our district's ELPI progress was 49.3%; which indicates that 50.7% or approximately 3,000 English Learner students did not make adequate yearly progress towards acquiring language and literacy proficiency.	**IF** MUSD develops the capacity of District Academic Coaches through: ● Cognitive Coaching ● Teaching and Learning Cycle ● Instructional Coaching: Jim Knight's Impact Cycle ● Increase knowledge of content specific implementation of strategies to support EL's. ● Build strong relationships with site leads and teachers **THEN** in Secondary Schools: Develop the capacity of the lead EL teachers in middle and high school. ● Teaching and Learning Cycle ● Increase knowledge of content specific implementation of strategies to support EL's.	Rate of Teacher Vacancies Rate of Voluntary Resignations Yearly Academic Progress on End of Year State Assessments Reclassification Rate State Seal of Biliteracy

| | | ● Build strong relationships with EL and content specific teachers to ensure proper supports for EL's

THEN in Elementary Schools:

Develop capacity of fourth and fifth grade teachers in elementary school

● Develop the skill and strategies of fourth and fifth grade teachers by providing differentiated professional learning opportunities and instructional coaching cycles that ensure intentional ELD instruction occurs thus improving individual student outcomes.
● Implement the Teaching and Learning Cycle

AND the result will be an increase in teacher efficacy and skill; which will increase the number of English Learner students reclassified annually in MUSD and English Learner students would meet their ELPI growth by either improving one language proficiency level or maintaining at the highest language proficiency level and the overall academic performance of English Learner students. | |
| Goal #4, Action #7 | **<u>Foster Youth</u>**

2023 CA School Dashboard Indicators:

Academic
● English Language Arts Performance (-77.1 DFS)
● Mathematics Performance (-108.9 DFS)
● Graduation Rate (73.7%)
● College and Career Readiness Indicator (Low) | **IF** MUSD Provide foster youth with access to the following supports to address their unique learning needs:

● Transportation to and from school of origin
● Priority registration in After School Program and Expanded Learning Programs
● Teacher professional development
● Ensure Foster Youth students have all necessary curriculum, instructional supplies, and school | Academic Progress of the NWEA Benchmark Assessment

Academic Progress of the CAASPP End of Year Assessments

High School Dropout Rate

High School Graduation Rate |

	Behavioral ● Suspension Rate (10.3%) ● Chronic Absenteeism (28.6%) Emotional Security and Wellbeing (qualitative measures, so we will need to gather additional information) ● Housing ● Clothing ● Food ● Medical and Emotional Needs ● Transportation	equipment needed to ensure equal participation opportunities. ● Provide academic, behavioral and social emotional counseling services ● Expand educational opportunities through field trips, Youth conferences, and other unique opportunities (varies from year to year) **THEN** our Foster Youth students will increase their academic achievement as measured by the CA School Dashboard and will also be able to increase their graduation rate and reduce their suspension rate; which will help the students be more emotionally secure.	

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

All limited actions include LCFF funds as notated in the contributing summary table.

Additional Concentration Grant Funding

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

Madera Unified has a high concentration of students who are English Learners, foster youth, and/or socially economically disadvantaged and, therefore, will receive an additional 15% increase in funding from the Local Control Funding Formula concentration grant. For this reason, Madera Unified receives an ongoing annual increase of approximately $11.6 million. The increase of $11.6 million will be used in conjunction with other funding to fund the following actions;

- Action 1.4 - Districtwide and site based Instructional Coaching; $372,120
- Action 3.2 - New Teacher Mentor Program; $4,129,758
- Action 3.5 - Social- Emotional Behavioral (SEB) Staff & Professional Learning; $6,452,939
- Action 3.6 - Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports; $7,290,481
- Action 4.5 - Create release and collaboration time for Elementary Teachers through the Elementary Elective Program; $14,757,408
- Action 4.11 - Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms; $7,867,016
- Action 5.5 - Provide Resources to Implement and Operate Safe Schools for the Community; 5,587,493

- Action 5.6 - Increase Supplemental Support Staff and Services in Elementary Schools; $2,673,444

All Madera Unified schools have more than 55% of students who are considered low-income, English Learners, and/or foster youth. Unduplicated students are low-income English Learners or foster youth students. Since 100% of Madera Unified schools have 55% or above, all schools will receive additional funds to hire certificated and/or classified staff at school sites.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Elementary School - 15.7:1 Middle School - 17.3:1 High School - 17.5:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary School - 30.1:1 Middle School - 37.3:1 High School - 29.9:1

Local Control and Accountability Plan Action Tables

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$214,298,237	$89,603,196	41.81%	0.00%	41.81%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$316,003,207	$91,808,643	$9,480,700	$21,947,139	$439,239,689.00	$140,323,730	$298,915,959

Goal / Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

1.1	Creating assets-oriented and student responsive schools	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	On Going	$707,663	$320,936	$647,573	$76,000	$ -	$305,026	$1,028,599
1.2	Supporting programs and practices that provide intellectual rigor and meaningful access to high quality academic programs for English Learners	English Learners	Yes	Limited	English Learners	All Schools	On Going	$1,363,911	$60,842	$1,424,753	$ -	$ -	$ -	$1,424,753
1.3	Ensuring system wide conditions to support the implementation of high quality English Learner programs through teacher and support staff professional development	English Learners	Yes	Limited	English Learners	All Schools	On Going	$ -	$817,564	$129,464	$688,100	$ -	$ -	$817,564
1.4	Districtwide and site based Instructional Coaching	English Learners	Yes	Limited	English Learners	All Schools	On Going	$372,120	$ -	$372,120	$ -	$ -	$ -	$372,120
1.5	Dual Language Immersion Schools	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	On Going	$248,000	$ -	$248,000	$ -	$ -	$ -	$248,000
1.6	Cultural Exchange Opportunities	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	On Going	$ -	$100,000	$100,000	$ -	$ -	$ -	$100,000
2.1	Expand and Sustain Learning Opportunities beyond the school day	All	No	LEA-wide	Low-Income	All Schools	On Going	$5,329,785	$49,291,388	$ -	$54,621,173	$ -		$54,621,173
2.2	Expand and sustain the comprehensive Arts Education	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$7,943,109	$524,691	$4,723,790	$3,744,010	$ -	$ -	$8,467,800

	program inside and outside of the school day													
2.3	Expand and sustain an articulated and aligned before, during, and after school TK-12 athletics program	All	No	LEA-wide	Low-Income	All Schools	On Going	$2,861,190	$192,750	$3,053,940	$ -		$ -	$3,053,940
2.4	Expand opportunities to enhance leadership development through out-of-school participation in Career Technical Student Organizations (CTSO)	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$ -	$130,000	$130,000	$ -	$ -	$ -	$130,000
2.5	Create an Engagement Incentive and tracking program	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$ -	$50,000	$50,000	$ -	$ -	$ -	$50,000
3.1	Professional Development and Staff Training to Support Culturally Relevant Teaching Strategies, Materials, and Competency in Diversity, Equity and Inclusion	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$457,271	$41,720	$498,991	$ -	$ -	$ -	$498,991
3.2	New Teacher Mentor Program	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$4,021,397	$108,361	$4,129,758	$ -	$ -	$ -	$4,129,758
3.3	Diverse Staff Recruitment	All	No	LEA-wide	Low-Income	All Schools	On Going	$2,810,130	$221,831	$3,031,961	$ -	$ -	$ -	$3,031,961
3.4	Employee Career Advancement (Career Ladder)	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$ -	$100,000	$100,000	$ -	$ -	$ -	$100,000

118

3.5	Social-Emotional Behavioral (SEB) Staff & Professional Learning	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$6,448,539	$4,400	$6,452,939	$ -	$ -	$ -	$6,452,939
3.6	Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$7,238,676	$51,805	$7,290,481	$ -	$ -	$ -	$7,290,481
3.7	Implement Programs and Services to Reduce Suspension and Expulsion Rates	All	No	LEA-wide	Low-Income	All Schools	On Going	$1,299,784	$245,800	$ -	$ -	$ -	$1,545,584	$1,545,584
3.8	District Adopted Textbooks and Instructional Materials	All	No	LEA-wide	Low-Income	All Schools	On Going	$ -	$4,550,104	$ -	$4,550,104	$ -	$ -	$4,550,104
3.9	Provide Resources and Opportunities for Student Field Trips	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$2,280	$746,020	$748,300	$ -	$ -	$ -	$748,300
4.1	Early Childhood Education Program and Services	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$4,004,628	$351,967	$829,486	$3,527,109	$ -	$ -	$4,356,595
4.2	Parent Education	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$1,831,742	$615,280	$1,918,525	$ -	$ -	$528,497	$2,447,022
4.3	Implementation of a 7-period school day in middle school and high school	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$5,226,122	$ -	$5,226,122	$ -	$ -	$ -	$5,226,122
4.4	Implement a Madera Unified Graduate	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$6,186,709	$242,289	$6,428,998	$ -	$ -	$ -	$6,428,998

	Profile for Graduation												
4.5	Create release and collaboration time for Elementary Teachers through the Elementary Elective Program	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$6,767,310	$7,790,175	$14,557,485	$ -	$ -	$ -	$14,557,485
4.6	Guaranteed & Viable Curriculum	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$1,681,459	$1,134,813	$2,457,967	$ -	$ -	$358,305	$2,816,272
4.7	Supports for Achievement for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All Schools	On Going	$502,098	$98,014	$297,809	$97,096	$ -	$205,207	$600,112
4.8	Maintain and Expand Educational Services for Students with Disabilities	All	No	LEA-wide	Low-Income	All Schools	On Going	$32,933,266	$5,932,364	$28,180,721	$2,392,874	$6,631,610	$1,660,425	$38,865,630
4.9	Increase and Improve the teaching and learning outcomes for students in English Language Arts	All	No	LEA-wide	Low-Income	All Schools	On Going	$7,149,109	$ -	$7,149,109	$ -	$ -	$ -	$7,149,109
4.10	Increase and Improve the teaching and learning outcomes for students in Mathematics	All	No	LEA-wide	Low-Income	All Schools	On Going	$6,205,986	$ -	$6,205,986	$ -	$ -	$ -	$6,205,986
4.11	Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$7,867,016	$ -	$7,867,016	$ -	$ -	$ -	$7,867,016
4.12	Provide resources and integral information to ensure Continuous Improvement	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$1,223,755	$82,561	$1,306,316	$ -	$ -	$ -	$1,306,316

4.13	Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region for eighth grade students	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$3,163,157	$114,948	$3,278,105	$ -	$ -	$ -	$3,278,105
4.14	Maintain assessment, accountability and school improvement	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$617,546	$714,942	$1,332,488	$ -	$ -	$ -	$1,332,488
4.15	Expand the Intensive Assistance Mode	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$ -	$1,000,000	$1,000,000	$ -	$ -	$ -	$1,000,000
5.1	Integrated and Collaborative School District Operational Services	All	No	LEA-wide	Low-Income	All Schools	On Going	$ -	$218,129,771	$176,977,017	$20,959,569	$2,849,090	$17,344,095	$218,129,771
5.2	Maintaining Complimentary Transportation Services for Eligible Students	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$4,877,719	$ -	$4,877,719	$ -	$ -	$ -	$4,877,719
5.3	Strengthening and Broadening Interpretation and Translation Services	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$710,483	$8,848	$719,331	$ -	$ -	$ -	$719,331
5.4	Provide students and staff with access to advanced educational technology resources	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$ -	$4,000,000	$4,000,000	$ -	$ -	$ -	$4,000,000
5.5	Provide Resources to Implement and Operate Safe Schools for the Community	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$4,711,871	$875,622	$5,587,493	$ -	$ -	$ -	$5,587,493

#	Action	Student Group	Contributing	Scope	Unduplicated Student Group	Location	Timeframe						
5.6	Increase Supplemental Support Staff and Services in Elementary Schools	All	Yes	LEA-wide	Low-Income	All Schools	On Going	$2,673,444	$ -	$2,673,444	$ -	$ -	$ -	$2,673,444
6.1	Increase staffing to support student attendance and welfare	All	No	School wide	English Learners and Low-Income	Eastin Arcola	One Year	$55,000	$ -	$ -	$55,000	$ -	$ -	$55,000
6.2	Provide additional academic support and resources	All	No	School wide	English Learners and Low-Income	Eastin Arcola	One Year	$ -	$143,153	$ -	$143,153	$ -	$ -	$143,153
6.3	Purchase Supplemental Social Emotional Learning Curriculum	All	No	School wide	English Learners and Low-Income	Eastin Arcola	One Year	$ -	$25,000	$ -	$25,000	$ -	$ -	$25,000
6.4	Increase supervisory staff during recess	All	No	School wide	English Learners and Low-Income	Eastin Arcola	One Year	$20,000	$ -	$ -	$20,000	$ -	$ -	$20,000
7.1	Supplemental and Support Staff	All	No	School wide	Low-Income	Furman ISP	One Year	$467,000	$ -	$ -	$467,000	$ -	$ -	$467,000
7.2	Supplemental Academic Support(s)	All	No	School wide	Low-Income	Furman ISP	One Year	$ -	$60,000	$ -	$60,000	$ -	$ -	$60,000
7.3	Supplemental Support to improve the Social Emotional Learning	All	No	School wide	Low-Income	Furman ISP	One Year	$61,409	$ -	$ -	$61,409	$ -	$ -	$61,409
8.1	Increase Supplemental and Support Staffing	All	No	School wide	Low-Income	Mt. Vista	One Year	$217,890	$ -	$ -	$217,890	$ -	$ -	$217,890
9.1	Increase Supplemental and Support Staffing	All	No	School wide	Low-Income	Ripperdan	One Year	$65,156	$ -	$ -	$65,156	$ -	$ -	$65,156
9.2	Purchase Supplemental Social Emotional Learning Curriculum	All	No	School wide	Low-Income	Ripperdan	One Year	$ -	$33,000	$ -	$33,000	$ -	$ -	$33,000

9.3	Minimize Student Distractions	All	No	School wide	Low-Income	Ripperdan	One Year	$ -	$5,000	$ -	$5,000	$ -	$ -	$5,000

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$214,298,237	$89,603,196	41.81%	0.00%	41.81%	$91,404,473	0.00%	42.65%	**Total:**	$91,404,473
								LEA-wide Total:	$89,180,327
								Limited Total:	$2,224,146
								Limited Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Creating assets-oriented and student responsive schools	Yes	LEA-wide	English Learners and Low-Income	All Schools	$647,573	0.00%
1	2	Supporting programs and practices that provide intellectual rigor and meaningful access to high quality academic programs for English Learners	Yes	Limited	English Learners	All Schools	$1,424,753	0.00%

1	3	Ensuring system wide conditions to support the implementation of high quality English Learner programs through teacher and support staff professional development	Yes	Limited	English Learners	All Schools	$129,464	0.00%
1	4	Districtwide and site based Instructional Coaching	Yes	Limited	English Learners	All Schools	$372,120	0.00%
1	5	Dual Language Immersion Schools	Yes	LEA-wide	English Learners and Low-Income	All Schools	$248,000	0.00%
1	6	Cultural Exchange Opportunities	Yes	LEA-wide	English Learners and Low-Income	All Schools	$100,000	0.00%
2	2	Expand and sustain the comprehensive Arts Education program inside and outside of the school day	Yes	LEA-wide	Low-Income	All Schools	$4,723,790	0.00%
2	4	Expand opportunities to enhance leadership development through out-of-school participation in Career Technical Student Organizations (CTSO)	Yes	LEA-wide	Low-Income	All Schools	$130,000	0.00%
2	5	Create an Engagement Incentive and tracking program	Yes	LEA-wide	Low-Income	All Schools	$50,000	0.00%
3	1	Professional Development and Staff Training to Support Culturally Relevant Teaching Strategies, Materials,	Yes	LEA-wide	Low-Income	All Schools	$498,991	0.00%

		and Competency in Diversity, Equity and Inclusion						
3	2	New Teacher Mentor Program	Yes	LEA-wide	Low-Income	All Schools	$4,129,758	0.00%
3	4	Employee Career Advancement (Career Ladder)	Yes	LEA-wide	Low-Income	All Schools	$100,000	0.00%
3	5	Social- Emotional Behavioral (SEB) Staff & Professional Learning	Yes	LEA-wide	Low-Income	All Schools	$6,452,939	0.00%
3	6	Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports	Yes	LEA-wide	Low-Income	All Schools	$7,290,481	0.00%
3	9	Provide Resources and Opportunities for Student Field Trips	Yes	LEA-wide	Low-Income	All Schools	$748,300	0.00%
4	1	Early Childhood Education Program and Services	Yes	LEA-wide	Low-Income	All Schools	$829,486	0.00%
4	2	Parent Education	Yes	LEA-wide	Low-Income	All Schools	$1,918,525	0.00%
4	3	Implementation of a 7-period school day in middle school and high school	Yes	LEA-wide	Low-Income	All Schools	$5,226,122	0.00%
4	4	Implement a Madera Unified Graduate Profile for Graduation	Yes	LEA-wide	Low-Income	All Schools	$6,428,998	0.00%
4	5	Create release and collaboration time for Elementary Teachers through the Elementary Elective Program	Yes	LEA-wide	Low-Income	All Schools	$14,557,485	0.00%
4	6	Guaranteed & Viable Curriculum	Yes	LEA-wide	Low-Income	All Schools	$2,457,967	0.00%
4	7	Supports for	Yes	Limited	Foster Youth	All	$297,809	0.00%

		Achievement for Foster Youth				Schools		
4	11	Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms	Yes	LEA-wide	Low-Income	All Schools	$7,867,016	0.00%
4	12	Provide resources and integral information to ensure Continuous Improvement	Yes	LEA-wide	Low-Income	All Schools	$1,306,316	0.00%
4	13	Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region for eighth grade students	Yes	LEA-wide	Low-Income	All Schools	$3,278,105	0.00%
4	14	Maintain assessment, accountability and school improvement	Yes	LEA-wide	Low-Income	All Schools	$1,332,488	0.00%
4	15	Expand the Intensive Assistance Mode	Yes	LEA-wide	Low-Income	All Schools	$1,000,000	0.00%
5	2	Maintaining Complimentary Transportation Services for Eligible Students	Yes	LEA-wide	Low-Income	All Schools	$4,877,719	0.00%
5	3	Strengthening and Broadening Interpretation and Translation Services	Yes	LEA-wide	Low-Income	All Schools	$719,331	0.00%
5	4	Provide students and staff with access to advanced educational technology resources	Yes	LEA-wide	Low-Income	All Schools	$4,000,000	0.00%
5	5	Provide Resources to Implement and Operate Safe	Yes	LEA-wide	Low-Income	All Schools	$5,587,493	0.00%

		Schools for the Community						
5	6	Increase Supplemental Support Staff and Services in Elementary Schools	Yes	LEA-wide	Low-Income	All Schools	$2,673,444	0.00%

2023-2024 Annual Update Table

Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
$422,072,931.00	$837,082,518.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Partner with community agencies and promote early childhood development classes at our Parent Resource Center	No	$1,777,121	$1,934,120
1	2	Implementation of Full Day Preschool at La Vina Elementary School	Yes	$211,758	$228,039
1	3	Recruit and retain highly qualified early childhood education teachers.	No	$1,219,765	$1,237,511
1	4	Provide play-based learning and standards-aligned curricula	No	$196,525	$131,518
1	5	Maintain Full Day instructional minutes for Kindergarten students	Yes	$4,631,678	$4,548,137
1	6	Set aside time weekly for teachers collaboration time	No	$26,269	$51,996

	7	Build a Madera "Lighthouse For Children"	No	$ -	$ -
1	8	Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community	No	$8,100	$5,220
1	9	Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning development	Yes	$797,951	$620,422
1	10	Ensure that families have the knowledge and tools to effectively communicate with their child's teacher and school sites to become more involved in school activities and advocate for the academic success of their children.	Yes	$402,019	$404,602
1	11	Universal Transitional Kindergarten (TK) expansion	Yes	$2,010,213	$2,246,342
1	12	Expansion of California State Preschool Programs	No	$80,000	$75,949
2	1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	Yes	$6,221,384	$5,964,679
2	2	Develop an Inclusive and Equitable Culture	Yes	$700,636	$503,996
2	3	Develop systems to pair teachers based on student needs	Yes	$20,000	$ -
2	4	Maintain and Increase Extended Learning Opportunities for Students	No	$9,206,533	$15,495,860

2	5	Implementation Site Specific Intervention Resources using Title I funds	No	$3,842,624	$4,218,435
2	6	Support all English Learner students in obtaining English language proficiency and mastery of the core content standards	Yes	$1,007,054	$1,431,884
2	7	Maintain and Expand Educational Services to Special Education Students	No	$34,215,993	$32,057,618
2	8	Continue reducing the average class size in 4th Grade to 30:1 ratio	Yes	$1,419,370	$1,479,305
2	9	Maintain and Expand Interpretation and Translation Services	Yes	$728,290	$591,365
2	10	Increase the number of paraprofessionals to support students	Yes	$4,382,985	$4,923,783
2	11	Fully implement the Madera Believes in Me plan for all English Learner students	Yes	$1,178,647	$741,528
2	12	Begin development of new elementary school to reduce school sizes and also caseload sizes for roles such as counselors, attendance secretaries and other support roles.	No	$2,500,000	$3,927,087
2	13	Increase both instructional and planning time for teachers	Yes	$8,004,445	$7,720,609
2	14	Develop and Implement workshops to inform Parents to successfully understand MUSD Programs	Yes	$12,000	$11,998

2	15	Support parents of K-6th English Learner students in getting reclassified by 6th grade	Yes	$125,626	$118,731
2	16	Provide Teachers with Additional Pay for Tutoring during extended learning times	No	$540,000	$636,332
2	17	Maintain the attendance Call Center	No	$ -	$ -
2	18	Implement and Maintain Cal-Safe program	Yes	$728,380	$648,068
2	19	California Community School Partnership Program Grants	No	$2,297,715	$3,891,857
2	20	School Climate Transformation Grant	No	$643,396	$517,354
2	21	School Based Mental Health Grant	No	$1,262,350	$422,515
2	22	Provide Transportation services at no cost to all students meeting the eligibility requirements	Yes	$7,108,923	$8,339,085
2	23	Newcomers Program and Services for students and families	Yes	$587,467	$680,056
2	24	Acquire Facilities and Develop Programs using Expanding Learning Opportunities Programs	No	$15,000,000	$2,187,500
2	25	Expand and Monitor metrics to improve the College and Career Indicator (CCI)	No	$536,677	$732,672
2	26	Expanding Learning Opportunities for Migrant Students	Yes	$563,688	$304,975
3	1	Adopt and implement the Madera Unified School District Graduate Profile to	Yes	$3,351,480	$3,265,099

3		ensure all students are college and career ready			
3	2	Create an instructional system based upon the feedback received from the WestEd curriculum audit study.	No	$867,794	$1,013,432
3	3	Implementation of Board approved guaranteed and viable curriculum	Yes	$6,034,048	$5,153,251
3	4	Identify and select of common best practices for Instruction	No	$262,383	$643,229
3	5	Implementation of assessment and monitoring system	Yes	$1,434,807	$1,326,612
3	6	Refine and Implement the Madera Learning System (MLS)	Yes	$1,116,561	$1,087,333
3	7	Develop and implement of 7 period day in Middle Schools	No	$1,740,939	$1,923,308
3	8	Implementation of additional credit recovery sections to be offered in 0 to 7th period	No	$ -	$ -
3	9	Implementation of additional credit recovery sections to be offered in 0 to 7th period	No	$900,000	$363,576
3	10	Implement and expand summer school opportunities	No	$4,102,180	$10,344,187
3	11	Professional Learning and Support for staff working directly with Newcomer Students TK-12	Yes	$100,000	$68,037
3	12	Advanced Learning Academy at all Elementary Schools	No	$100,000	$9,762
4	1	Re-establish and Maintain the	Yes	$2,132,061	$1,871,694

		Teacher Support and Mentor Program			
4	2	Create a professional development system for the Mentor Teacher Support Program	Yes	$2,286,456	$1,813,905
4	3	Hire Teachers focused on providing students with specialty courses such as VAPA, STEM and Music, including CTE for 8th graders at MadTEC	Yes	$5,901,173	$5,846,217
4	4	Recruit and retain teachers	No	$64,797,261	$59,943,883
4	5	Recruit and retain Counselors, PE, and VAPA teachers	Yes	$12,740,651	$12,380,918
4	6	Recruit and retain safety and health staff	Yes	$15,068,434	$15,477,036
4	7	Additional support staff based on socio-emotional/ behavioral/academic/attendance needs by sites to create and sustain emotionally and physically safe learning spaces for all students and their families	Yes	$11,300,837	$10,939,903
5	1	Madera Unified will design multiple pathway opportunities for professional growth and instructional support including incentives for teachers to become mentors who facilitate continuous improvement	No	$ -	$ -
5	2	Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites	No	$2,429,815	$2,444,535

5	3	Provide professional learning in order for individuals to progress and/or enter the career ladder	No	$1,911,422	$2,162,121
5	4	Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities	No	$440,000	$1,363,771
5	5	Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve	No	$ -	$ -
5	6	Hire permanent substitute teachers	No	$2,328,153	$2,473,668
5	7	Design & Implement Student Champion Course	Yes	$5,000	$60,430
5	8	Offer Staff Wellness Courses	No	$ -	$ -
5	9	Develop career ladder for Classified staff with a emphasis on transitioning paraprofessionals to become certified teachers	No	$120,000	$22,800
6	1	Operational Services	No	$148,043,709	$144,681,625
6	2	Child Nutrition Services	No	$18,362,185	$22,829,779
				$ -	$ -
				$ -	$418,541,259

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$88,831,514	$93,530,083	$92,123,259	$1,406,824	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action / Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Partner with community agencies and promote early childhood development classes at our Parent Resource Center	No	$ -	$ -	0.00%	0.00%
1	2	Implementation of Full Day Preschool at La Vina Elementary School	Yes	$88,783	$90,535.00	0.00%	0.00%
1	3	Recruit and retain highly qualified early childhood	No	$ -	$ -	0.00%	0.00%

		education teachers.					
1	4	Provide play-based learning and standards-aligned curricula	No	$ -	$ -	0.00%	0.00%
1	5	Maintain Full Day instructional minutes for Kindergarten students	Yes	$4,631,678	$4,548,137.00	0.00%	0.00%
1	6	Set aside time weekly for teachers collaboration time	No	$ -	$ -	0.00%	0.00%
1	7	Build a Madera "Lighthouse For Children"	No	$ -	$ -	0.00%	0.00%
1	8	Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community	No	$ -	$ -	0.00%	0.00%
1	9	Identify and integrate resources and services from the community to strengthen school programs, family practices and	Yes	$797,951	$620,422.00	0.00%	0.00%

		student learning development					
1	10	Ensure that families have the knowledge and tools to effectively communicate with their child's teacher and school sites to become more involved in school activities and advocate for the academic success of their children.	Yes	$402,019	$404,602.00	0.00%	0.00%
1	11	Universal Transitional Kindergarten (TK) expansion	Yes	$1,183,910	$1,183,910.00	0.00%	0.00%
1	12	Expansion of California State Preschool Programs	No	$ -	$ -	0.00%	0.00%
2	1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	Yes	$6,221,384	$5,964,679.00	0.00%	0.00%
2	2	Develop an Inclusive and Equitable Culture	Yes	$700,636	$503,996.00	0.00%	0.00%
2	3	Develop systems to pair teachers based on student needs	Yes	$20,000	$ -	0.00%	

2	4	Maintain and Increase Extended Learning Opportunities for Students	No	$ -	$ -	0.00%	0.00%
2	5	Implementation Site Specific Intervention Resources using Title I funds	No	$ -	$ -	0.00%	0.00%
2	6	Support all English Learner students in obtaining English language proficiency and mastery of the core content standards	Yes	$125,626	$118,731.00	0.00%	0.00%
2	7	Maintain and Expand Educational Services to Special Education Students	No	$ -	$ -	0.00%	0.00%
2	8	Continue reducing the average class size in 4th Grade to 30:1 ratio	Yes	$1,419,370	$1,479,305.00	0.00%	0.00%
2	9	Maintain and Expand Interpretation and Translation Services	Yes	$728,290	$591,365.00	0.00%	0.00%
2	10	Increase the number of paraprofessionals to support students	Yes	$4,382,985	$4,923,783.00	0.00%	0.00%

2	11	Fully implement the Madera Believes in Me plan for English Learners	Yes	$1,178,647	$648,865.00	0.00%	0.00%
2	12	Begin development of new elementary school to reduce school sizes and also caseload sizes for roles such as counselors, attendance secretaries and other support roles.	No	$ -	$ -	0.00%	0.00%
2	13	Increase both instructional and planning time for teachers	Yes	$8,004,445	$7,720,609.00	0.00%	0.00%
2	14	Develop and Implement workshops to inform Parents to successfully understand MUSD Programs	Yes	$12,000	$11,998.00	0.00%	0.00%
2	15	Support parents of K-6th English Learner students in getting reclassified by 6th grade	Yes	$125,626	$118,731.00	0.00%	0.00%
2	16	Provide Teachers with Additional Pay for Tutoring during extended learning times	No	$ -	$ -	0.00%	0.00%

2	17	Maintain the attendance Call Center	No	$ -	$ -	0.00%	0.00%
2	18	Implement and Maintain Cal-Safe program	Yes	$728,380	$648,068.00	0.00%	0.00%
2	19	California Community School Partnership Program Grants	No	$ -	$ -	0.00%	0.00%
2	20	School Climate Transformation Grant	No	$ -	$ -	0.00%	0.00%
2	21	School Based Mental Health Grant	No	$ -	$ -	0.00%	0.00%
2	22	Provide Transportation services at no cost to all students meeting the eligibility requirements	Yes	$7,108,923	$8,339,085.00	0.00%	0.00%
2	23	Newcomers Program and Services for students and families	Yes	$587,467	$680,056.00	0.00%	0.00%
2	24	Acquire Facilities and Develop Programs using Expanding Learning Opportunities Programs	No	$ -	$ -	0.00%	0.00%

2	25	Expand and Monitor metrics to improve the College and Career Indicator (CCI)	No	$ -	$ -	0.00%	0.00%
2	26	Expanding Learning Opportunities for Migrant Students	Yes	$200,842	$16,732.00	0.00%	0.00%
3	1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	Yes	$3,303,116	$3,238,315.00	0.00%	0.00%
3	2	Create an instructional system based upon the feedback received from the WestEd curriculum audit study.	No	$ -	$ -	0.00%	0.00%
3	3	Implementation of Board approved guaranteed and viable curriculum	Yes	$5,985,684	$5,126,467.00	0.00%	0.00%
3	4	Identify and select of common best practices for Instruction	No	$ -	$ -	0.00%	0.00%
3	5	Implementation of assessment and monitoring system	Yes	$1,330,451	$1,222,348.00	0.00%	0.00%
3	6	Refine and Implement the	Yes	$1,116,561	$1,087,333.00	0.00%	0.00%

		Madera Learning System (MLS)					
3	7	Develop and implement of 7 period day in Middle Schools	No	$ -	$ -	0.00%	0.00%
3	8	Implementation of additional credit recovery sections to be offered in 0 to 7th period	No	$ -	$ -	0.00%	0.00%
3	9	Implementation of additional credit recovery sections to be offered in 0 to 7th period	No	$ -	$ -	0.00%	0.00%
3	10	Implement and expand summer school opportunities	No	$ -	$ -	0.00%	0.00%
3	11	Professional Learning and Support for staff working directly with Newcomer Students TK-12	Yes	$100,000	$68,037.00	0.00%	0.00%
3	12	Advanced Learning Academy at all Elementary Schools	No	$ -	$ -	0.00%	0.00%
4	1	Re-establish and Maintain the Teacher Support and Mentor Program	Yes	$152,317	$204,527.00	0.00%	0.00%

4	2	Create a professional development system for the Mentor Teacher Support Program	Yes	$306,712	$302,654.00	0.00%	0.00%
4	3	Hire Teachers focused on providing students with specialty courses such as VAPA, STEM and Music, including CTE for 8th graders at MadTEC	Yes	$3,471,358	$3,401,682.00	0.00%	0.00%
4	4	Recruit and retain teachers	No	$ -	$ -	0.00%	0.00%
4	5	Recruit and retain Counselors, PE, and VAPA teachers	Yes	$12,740,651	$12,380,918.00	0.00%	0.00%
4	6	Recruit and retain safety and health staff	Yes	$15,068,434	$15,477,036.00	0.00%	0.00%
4	7	Additional support staff based on socio-emotional/ behavioral/academic/attendance needs by sites to create and sustain emotionally and physically safe learning spaces for all students and their families	Yes	$11,300,837	$10,939,903.00	0.00%	0.00%

5	1	Madera Unified will design multiple pathway opportunities for professional growth and instructional support including incentives for teachers to become mentors who facilitate continuous improvement	No	$ -	$ -	0.00%	0.00%
5	2	Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites	No	$ -	$ -	0.00%	0.00%
5	3	Provide professional learning in order for individuals to progress and/or enter the career ladder	No	$ -	$ -	0.00%	0.00%
5	4	Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities	No	$ -	$ -	0.00%	0.00%

5	5	Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve	No	$ -	$ -	0.00%	0.00%
5	6	Hire permanent substitute teachers	No	$ -	$ -	0.00%	0.00%
5	7	Design & Implement Student Champion Course	Yes	$5,000	$60,430.00	0.00%	0.00%
5	8	Offer Staff Wellness Courses	No	$ -	$ -	0.00%	0.00%
5	9	Develop career ladder for Classified staff with a emphasis on transitioning paraprofessionals to become certified teachers	No	$ -	$ -	0.00%	0.00%
6	1	Operational Services	No	$ -	$ -	0.00%	0.00%
6	2	Child Nutrition Services	No	$ -	$ -	0.00%	0.00%

2023-24 Contributing Actions Annual Update Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$213,395,147	$88,831,514	0.18%	42.02%	$92,123,259	0.00%	43.39%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and

150

- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed

above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

    o   All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

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

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

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

154

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

- o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal

Explain why the LEA has chosen to prioritize this goal.

- ● An explanation must be based on Dashboard data or other locally collected data.

- ● LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- ● LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- ● In addition to this information, the LEA must also identify:

  - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- ● Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- ● This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school sit would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and

156

strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal

Identify each of the state priorities that this goal is intended to address.

An Explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The State priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

Identify each of the state priorities that this goal is intended to address.

Explain how the actions will sustain the progress exemplified by the related metrics

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

158

Metric

- Enter the metric number

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or	Enter information in this box when completing the LCAP for **2024–25** or	Enter information in this box when completing the LCAP for **2025–26**.	Enter information in this box when completing the LCAP for **2026–27**.	Enter information in this box when completing the LCAP for **2024–25** or	Enter information in this box when completing the LCAP for **2025–26** and

160

when adding a new metric.	when adding a new metric.	Leave blank until then.	Leave blank until then.	when adding a new metric.	**2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantially from how it was described in the adopted LCAP.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in

producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

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

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #
● Enter the action number.

Title
● Provide a short title for the action. This title will also appear in the action tables.

Description
● Provide a brief description of the action.

o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

● Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

● Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

● LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

o Professional development for teachers.

o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o   The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    o   These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing

Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

● As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

● Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a

high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

● Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

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

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

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Ye

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the

Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier school site would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

- **5. Total Planned Percentage of Improved Services**

  o   This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

This amount is the amount of LCFF funds that is required to be carried over to the coming year.

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

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

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