LOCAL CONTROL & ACCOUNTABILITY PLAN

2023-2024 LCAP

Madera Unified School District LCAP Executive Summary

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.

LCAP
Local Control and Accountability Plan

The Local Control and Accountability Plan (LCAP) is the district's three year plan for how it will use state LCFF funding to service all students. During the 2022/23 school year, Madera Unified School District has held over 30 meetings and workshops to gain community input on how best to serve students.

8 State Priorities

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

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Local Control Funding Formula (LCFF) Budget Overview for Parents

Developed by the California Department of Education, November 2021

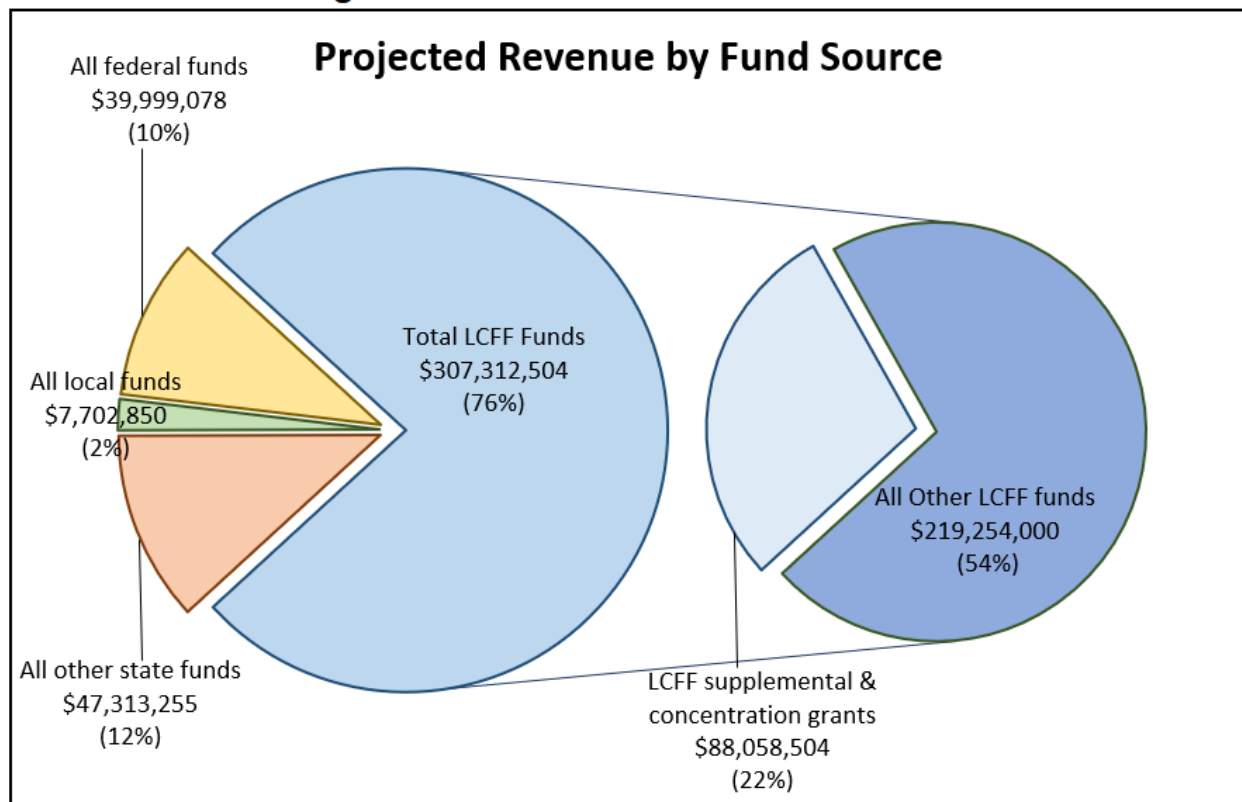| LCFF Budget Overview for Parents Template |
| --- |
| Local Educational Agency (LEA) Name: Madera Unified School District
CDS Code: 65243
School Year: 2023-24
LEA contact information: Sheryl Sisil, Associate Superintendent of Educational Services |
| School districts receive funding from different 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). |

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds $39,999,078 (10%)
All local funds $7,702,850 (2%)
All other state funds $47,313,255 (12%)
Total LCFF Funds $307,312,504 (76%)
All Other LCFF funds $219,254,000 (54%)
LCFF supplemental & concentration grants $88,058,504 (22%)

This chart 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 $402,327,687.00, of which $307,312,504.00 is Local Control Funding Formula (LCFF), $47,313,255.00 is other state funds, $7,702,850.00 is local funds, and $39,999,078.00 is federal funds. Of the $307,312,504.00 in LCFF Funds, $88,058,504.00 is generated based on the enrollment of high-needs students (foster youth, English learners, 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.
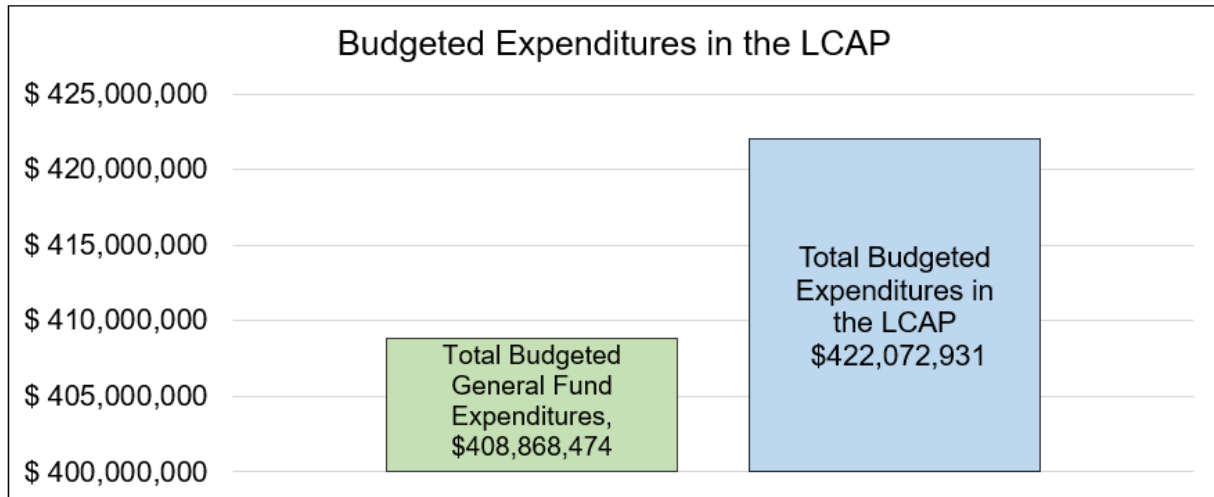
This chart provides a quick summary of how much Madera Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Madera Unified School District plans to spend $408,868,474.00 for the 2023-24 school year in General Fund. The LCAP Budgeted Expenditures total $422,072,931.00 which are tied to actions/services reflects -$13,204,457 above the General Fund Expenditures. The General Fund Expenditures include $11,088,483 for STRS-On-Behalf which is not included in the LCAP Budgeted Expenditures.

The -$13,204,457 include the following funds in the LCAP;
- Fund 21 - Bond - Building Fund (General Obligation Funds) $2,500,000.00
- Fund 13 - Child Nutrition: $18,362,185.00
- Fund 12 - California State Preschool Program (CSPP): $3,430,755.00

Total : $24,292,940
-$11,088.483 (STRS-On-Behalf) not included in the LCAP Budgeted Expenditures
$13,204,457

Madera Unified has included all General Fund expenditures in the LCAP excluding STRS-On-Behalf to ensure transparency and accountability.

The LCAP Budgeted Expenditures total $422,072,931.00 which are tied to actions/services reflects -$13,204,457 above the General Fund Expenditures.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Madera Unified School District is projecting it will receive $88,058,504.00 based on the enrollment of foster youth, English learners, 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 $93,525,083.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2022-23
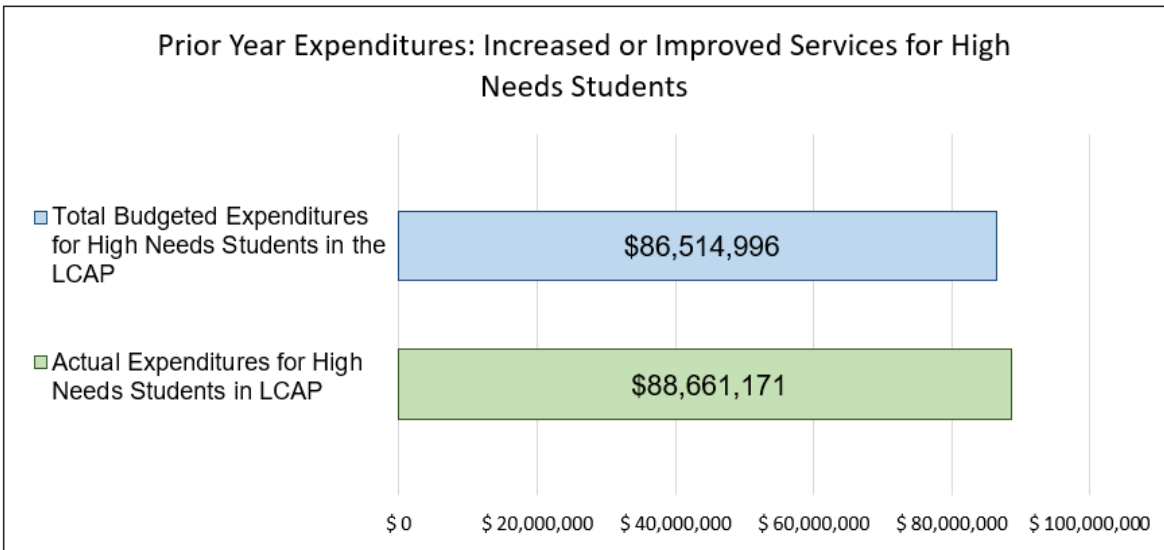
This chart compares what Madera Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high-needs students with what Madera Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Madera Unified School District's LCAP budgeted $86,514,996.00 for planned actions to increase or improve services for high-needs students. Madera Unified School District spent $88,661,171.00 for LCAP actions to increase or improve high-needs students' services in 2022-23.

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 2023-2024

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 66,000. Our district serves over 20,000 students and has approximately 2,500 employees. Madera Unified comprises 30 schools. Currently, there are 19 elementary schools, four middle schools, two alternative high schools, three comprehensive high schools, one community day school, and one adult school.


DISTRICT OVERVIEW

Madera Unified School District is located in the geographic center of California

30 Schools
19 Elementary
4 Middle
5 High
1 Community Day
1 Adult

20,151 Students

2,560 Employees
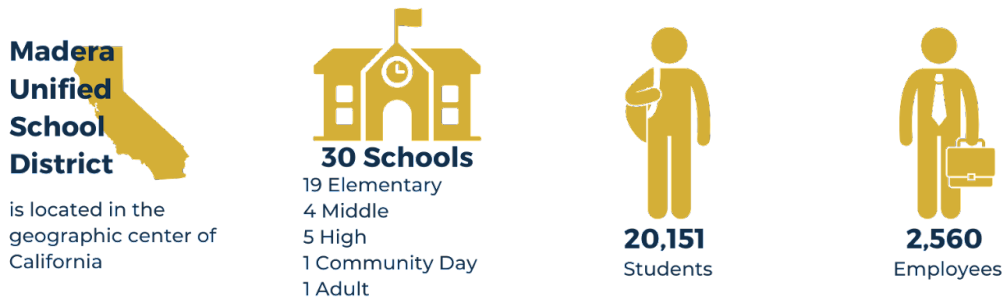
Our district's newest schools include a middle school called Madera Technical Exploration Center, also known as MadTEC. This highly innovative multidisciplinary, hands-on, career-focused middle school for 8th-grade students boasts facilities and equipment which would rival any college or university. Madera Technical Exploration Center was partially funded through the passage of bond Measure M. Our district also welcomes Matilda Torres High School, Madera Unified's third comprehensive high school. Matilda Torres is easily one of the most spectacular high school facilities in the state of California and maybe even the country. Matilda Torres High was partially funded through the passage of bond Measure G.

Madera Unified serves a community with a diverse population of students and their parents. Some highlights include over 90% of Madera Unified students are socioeconomically disadvantaged. 30% of students are considered Emergent Multilingual or English learners, and nearly 91% identify as Hispanic.
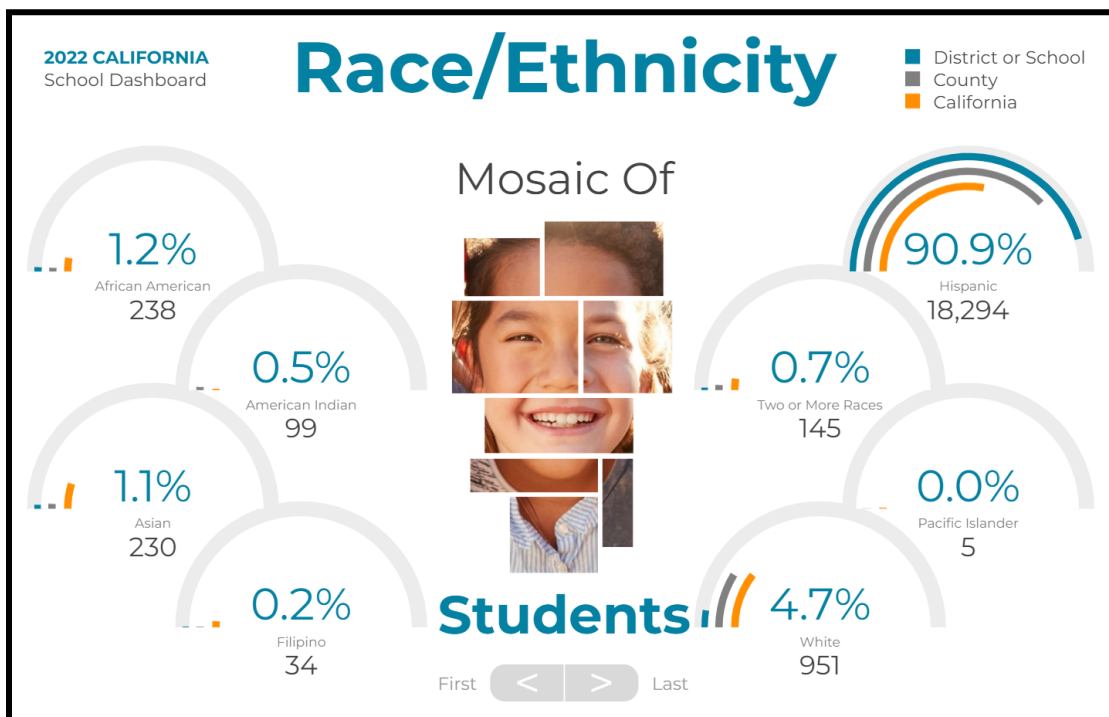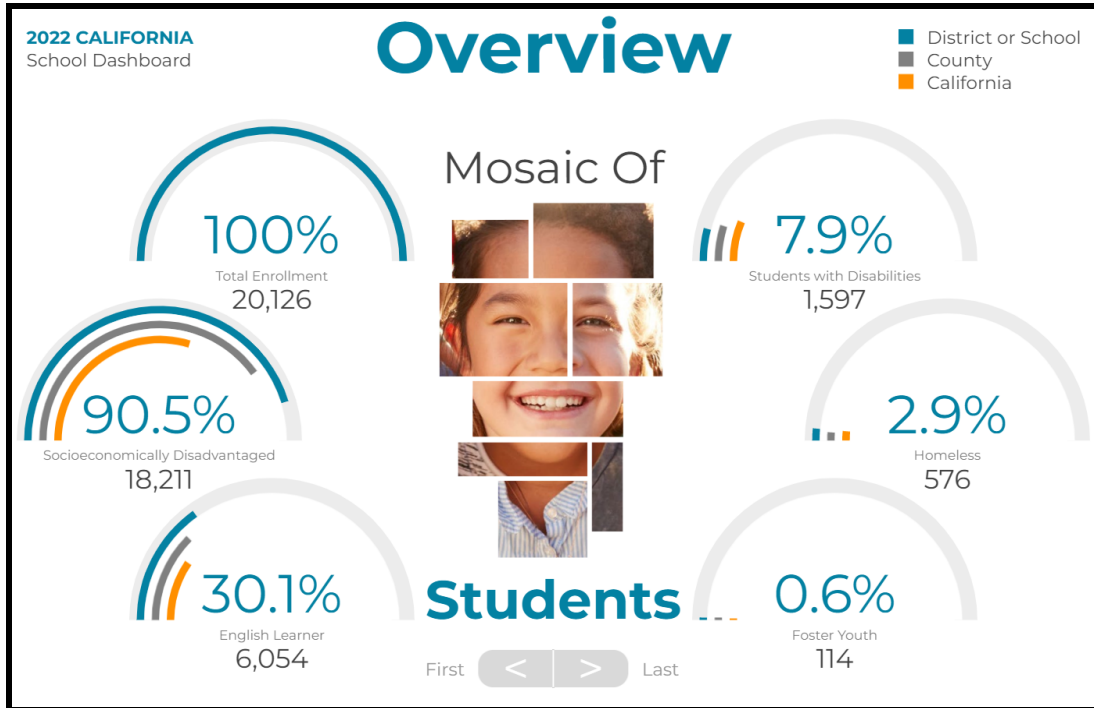
We are guided by a powerful vision: "Madera Unified will set the standard for hard work, creativity, and resiliency with a fearless drive to continuously improve." On March 26, 2019, the Madera Unified Board of Education adopted the new MUSD Compact. The MUSD compact includes the district's vision, mission, and core values (see below). It reflects district leadership's new 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

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Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2022 California Dashboard results were released in December 2022. The state did not produce any performance colors for the 2022 results and will consider the 2022 year a baseline year.

"The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard only to display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures." (source: CDE)

A few noteworthy successes reflected on the California Dashboard include the following ratings overall:

- Graduation Rate - 91.4% - High Rating or 4
- English Learner Progress Indicator - 48.7% - Medium Rating or 3
- Suspension - 3.7% - Medium Rating or 3

Additionally, Madera Unified African American students received a high, or 4 rating on the dashboard with a 92.6% graduation rate. Other areas of success include a significant reduction in the suspension rate for African American students.

Differentiated Assistance Success

Madera Unified became eligible for differentiated assistance due to the results of several indicators on the CA Dashboard. One of the most alarming indicators is the percentage of African American students suspended once or twice. Another was the low academic performance of our English learner students.

African American students

10.9% of African American students were suspended one or more times during the 2022 school year. This represents over a 7% reduction in suspensions, with 18.1% of African American students being suspended one or more times during the 2019 school year.

However, when reviewing the locally calculated suspension rate for African American students year to date, 10.4% of African American students have already been suspended one or more times as of early May.

Please note that the California Dashboard results are lagging indicators, which means that the results reflect student performance during the 2021-22 school year versus the 2022-23 school year. Therefore, more attention will be focused on the local indicators, which provide data points on student performance during the 2022-23 school year.

In the Spring of 2018, Madera Unified intentionally decided to focus on African American student achievement due to historically poor results. To learn more about how our students felt, our District partnered with WestEd, a high-quality educational research institution, to assist us with developing an

improvement plan. WestEd conducted empathy interviews with our students and found a striking difference in how African American students perceive their experiences in the district compared to all other student groups. The plan provided a summary of how Madera Unified leadership can build better awareness and understanding of complex issues blocking their ability to educate all students, including our African American students, at high levels. The report included the four different findings listed below.

- There is a need to create a sense of urgency throughout the district about improving academic and other outcomes for all students, and for African American students in particular.
- There is a need to **develop a districtwide culture of data use** to ensure equity for all students.
- There is a need for districtwide professional development that includes leadership and all staff.
- There is a need for the district to establish a better relationship with African American students, their families, and leaders in the community.

Based on these findings, Madera Unified leadership implemented listening tours across the district, with intentional efforts to elevate students' voices. This included the implementation of the following:

- Board Approved Student Trustees for the first time in District history
- Student Bill of Rights was created by Students and adopted by the School Board
- Development and implementation of Student Champion Course
- Superintendent-led listening session at secondary school sites

Two of the first appointed Student Trustees on the Board were African American students. They were instrumental in the development of the Student Bill of Rights. While more work needs to be done to see significant improvements in African American student achievement, things are headed in the right direction, and there are clear pockets of success, such as Madera High and Torres High School. 0% of African American students have been suspended one or more times at Torres High School, and 5% have been suspended one or more times.

English Learner students

In the spring of 2022, a team of district leaders convened to develop a district plan to address the low academic achievement of English learners districtwide. As the team met and discussed, there was an identified need to address the low reclassification rates of our English learner students with a strategic focus on our long-term ELs and our At-Risk of becoming long-term ELs.

The team identified areas of immediate need for attention:

- Opportunities for reclassification by reviewing and adjusting the district assessment calendar.
  - Adjusted the assessment window(s) to ensure every EL student had multiple opportunities for reclassification throughout the year.
  - Began initial ELPAC assessments during the summer - tested 32% of eligible students
- Targeted focus on every student who scored a "4" on the 2022 Summative ELPAC
  - Monitoring of the district Reclassification tool was a lever for change
  - Improve the communication with parents, teachers, administrators, and counselors to ensure that all educational partner groups are aware of the reclassification criteria
- Improve the Designated ELD instruction through targeted teacher professional development and support
  - Districtwide professional learning for all teachers in grades TK-12.
  - Teacher Training and Support in Secondary and Elementary.

When the dust settled, our reclassification rate for the 2022-23 school year was the highest in recent history. With 686 students earning an overall score of "4" on the Summative ELPAC in the spring of 2022 administration, MUSD was able to reclassified 627 out of 686 of those students who met the additional three necessary local criteria; this was a 91% reclassification rate.

Local Indicator Success

Additionally, Madera Unified has seen many successes and progress by reviewing the local data points within the Madera Learning System. The Madera Learning System is Madera Unified's local continuous improvement system using multiple measures to report on school and district performance. One area of success can be found in the NWEA local assessment results. The NWEA assessment is computer adaptive and very similar to the statement. Madera Unified uses the assessment to measure individual student growth by comparing a student's fall score to their spring results. NWEA calculates this using a methodology called conditional growth index.

"The conditional growth index (CGI) expresses a student's growth in terms of standard deviations above or below the mean (average). The conditional growth index (CGI) is a normative growth metric. It is a standardized measure of observed student or school growth compared to the 2020 NWEA student or school growth norms. These growth norms indicate median growth levels for students or schools based on their grade, starting RIT score, the subject in which they tested, and the amount of instructional time between two test events.

Also known as a z-score, the CGI expresses student growth in standard deviation units above or below the growth norms. A CGI score of zero indicates a student showed the same amount of growth as the growth norms. Positive CGI scores indicate that a student's growth exceeded the growth norms, whereas negative CGI scores indicate that a student's growth was less than the growth norms. A CGI score of 1.0 means a student's growth is one standard deviation above the growth norm; conversely, a CGI score of -1.0 means a student's growth is one standard deviation below the growth norm." (source https://connection.nwea.org/s/article/Conditional-Growth-Index?language=en_US).

During the 2022-23 school year, CGI growth from Fall to Spring was 0 for Reading. This represents a .22 increase year over year. Furthermore, 17 schools in Madera Unified had positive CGI growth from Fall to Spring. Compared to only three schools during the 2021-22 school year.

CGI Reading Results for the 2022-23 School year

Average Conditional Growth Index
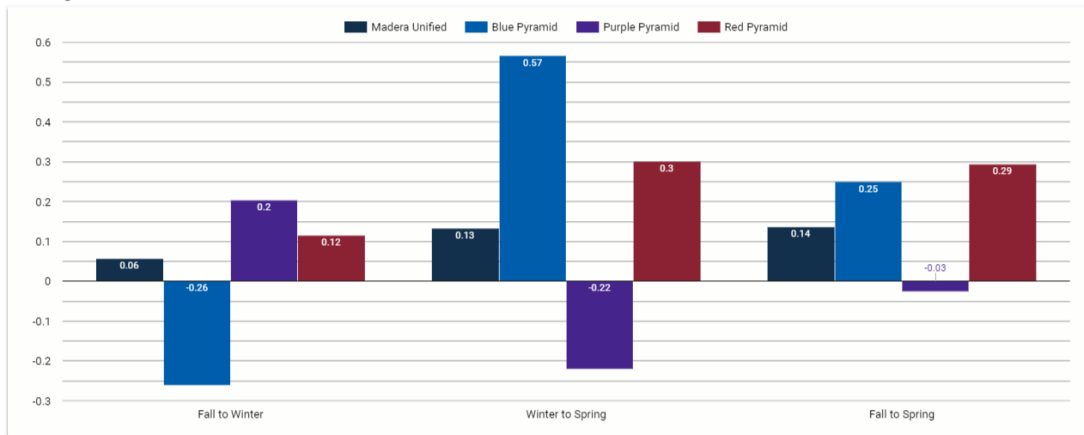
CGI Reading Results for the 2021-22 School year

Average Conditional Growth Index

Similar increases in CGI results were seen in Math. During the 2022-23 school year, CGI growth from Fall to Spring was 0.01 for Math. This represents a .35 increase year over year.

Furthermore, fifteen schools in Madera Unified had positive CGI growth from Fall to Spring. Compared to only ten schools during the 2021-22 school year.
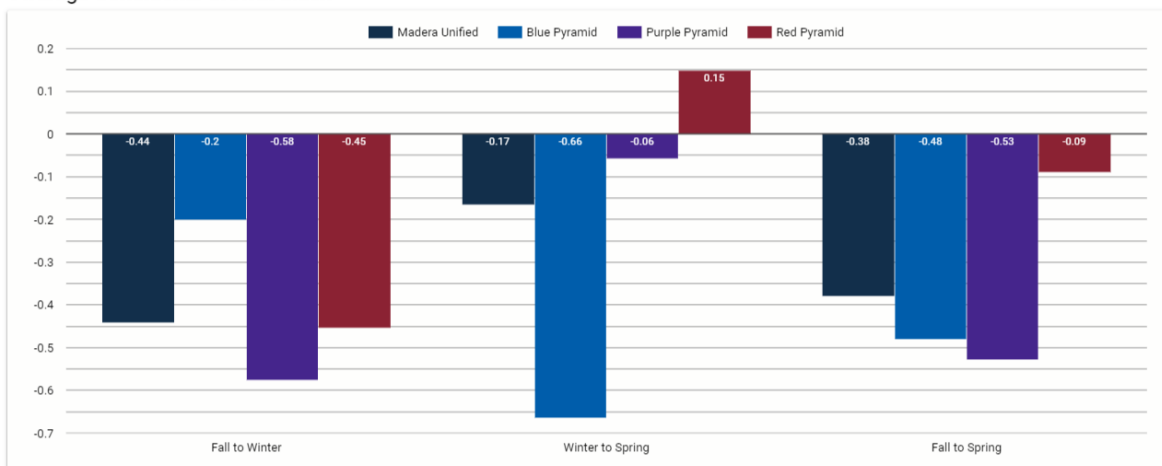
CGI Math Results for the 2022-23 School year
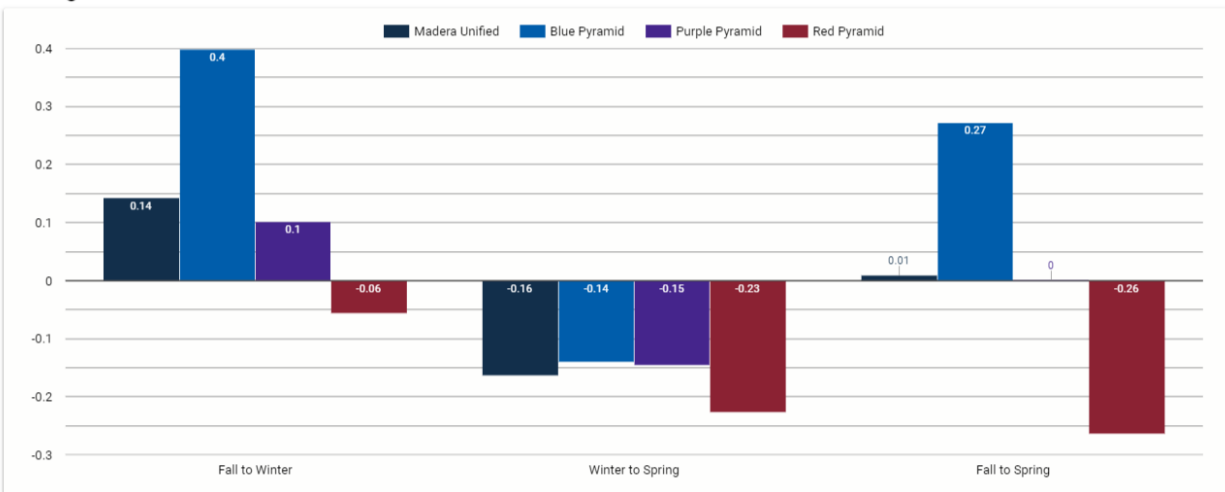
Average Conditional Growth Index

CGI MathResults for the 2021-22 School year

Average Conditional Growth Index
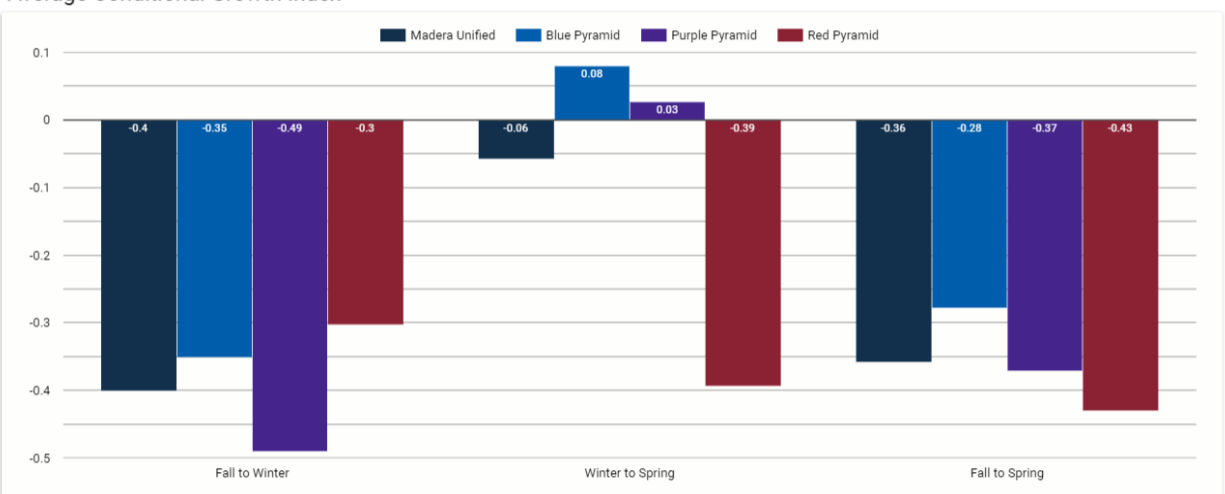
African American Students saw a significant increase in reading CGI results when comparing 2022-23 results to 2021-22. During the 2022-23 school year, African American students had a .14 CGI increase, compared to a -.38 CGI during the 2021-22 school year. This represents a .52 increase in CGI year over year. This increase represents the highest increase in year-over-year CGI growth for any student group across the district. Similar gains were seen in Math as well.

African American CGI Reading Results for the 2022-23 School year

NWEA: CONDITIONAL GROWTH INDEX

Overall Results

MADERA UNIFIED

| Academic Year: 2022-2023(1) ▾ | CGI Range ▾ | Subject: Reading (1) ▾ | School ▾ | Grade ▾ | Gender ▾ |
| Race/Ethnicity: African A... (1) ▾ | Socio-Econ. Disadvantag... ▾ | English Learner ▾ | Foster Youth ▾ | Homeless ▾ | Students w/ Disabilities ▾ |

Matched Scores Tier ▾   **Pyramid** ▾

Average Conditional Growth Index

Legend: Madera Unified, Blue Pyramid, Purple Pyramid, Red Pyramid

Fall to Winter: 0.06, -0.26, 0.2, 0.12
Winter to Spring: 0.13, 0.57, -0.22, 0.3
Fall to Spring: 0.14, 0.25, -0.03, 0.29
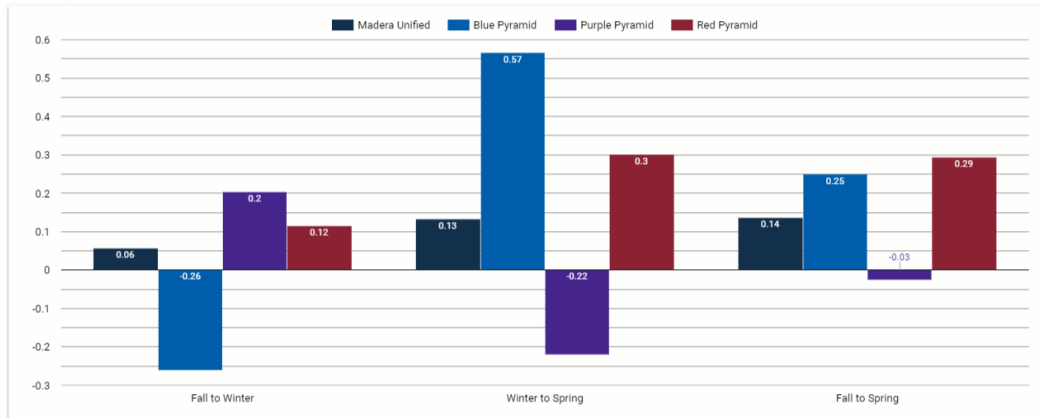
* What is Conditional Growth Index?

African American CGI Reading Results for the 2021-22 School year

NWEA: CONDITIONAL GROWTH INDEX

Overall Results

MADERA UNIFIED

| Academic Year: 2021-2022(1) ▾ | CGI Range ▾ | Subject: Reading (1) ▾ | School ▾ | Grade ▾ | Gender ▾ |
| Race/Ethnicity: African A... (1) ▾ | Socio-Econ. Disadvantag... ▾ | English Learner ▾ | Foster Youth ▾ | Homeless ▾ | Students w/ Disabilities ▾ |

Matched Scores Tier ▾   **Pyramid** ▾

Average Conditional Growth Index

Legend: Madera Unified, Blue Pyramid, Purple Pyramid, Red Pyramid

Fall to Winter: -0.44, -0.2, -0.58, -0.45
Winter to Spring: -0.17, -0.66, -0.06, 0.15
Fall to Spring: -0.38, -0.48, -0.53, -0.09

* What is Conditional Growth Index?

CGI Reading Results by Student Group for the 2022-23

CGI Reading Results by Student Group for the 2021-22

CGI Math Results by Student Group for the 2022-23

Average Fall to Spring CGI by Student Group

Student Group	Conditional Growth Index ▾
White	
Asian	
Declined to Identify Race/Ethnicity	
Homeless	
African American	
Low Income	
No Student Group (all race/ethnicity)	
Hispanic	
English Learners	
Two or More Races	
Students with Disabilities	
American Indian	
Foster	
Filipino	
Pacific Islander	
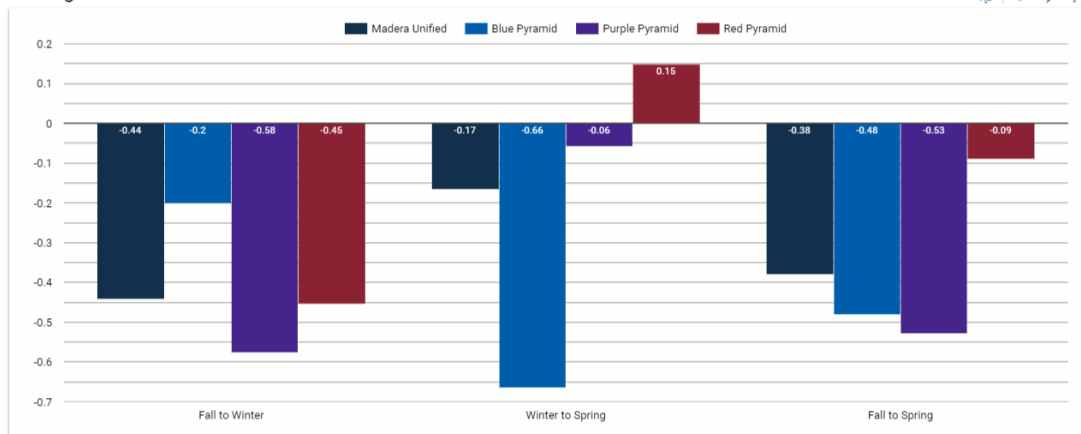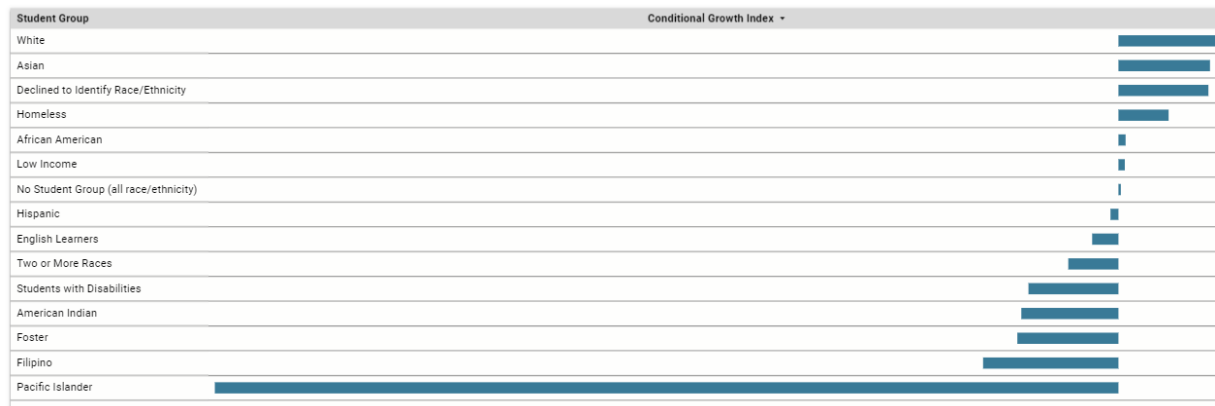
CGI Math Results by Student Group for the 2021-22

By Student Group

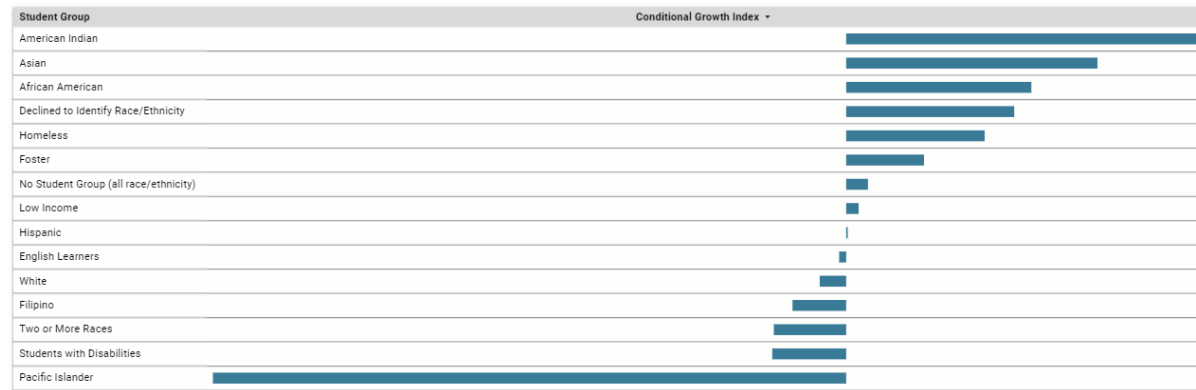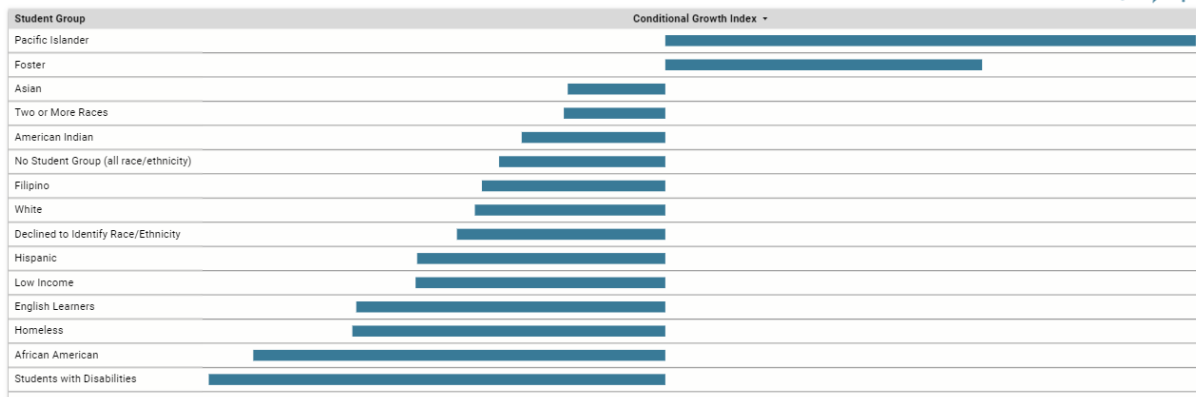| Academic Year: 2021-2022(1) ▾	CGI Range: Fall to Spring (1) ▾	Subject: Math K-12 (1) ▾	School ▾	Grade ▾	Gender ▾
Race/Ethnicity ▾	Socio-Econ. Disadvantag… ▾	English Learner ▾	Foster Youth ▾	Homeless ▾	Students w/ Disabilities ▾
Teacher ▾	Course Name ▾	Pyramid Area ▾			

Average Fall to Spring CGI by Student Group

Student Group	Conditional Growth Index ▾
Pacific Islander	
Filipino	
Foster	
No Student Group (all race/ethnicity)	
Asian	
Declined to Identify Race/Ethnicity	
White	
American Indian	
Hispanic	
English Learners	
Low Income	
Homeless	
Two or More Races	
Students with Disabilities	
African American	
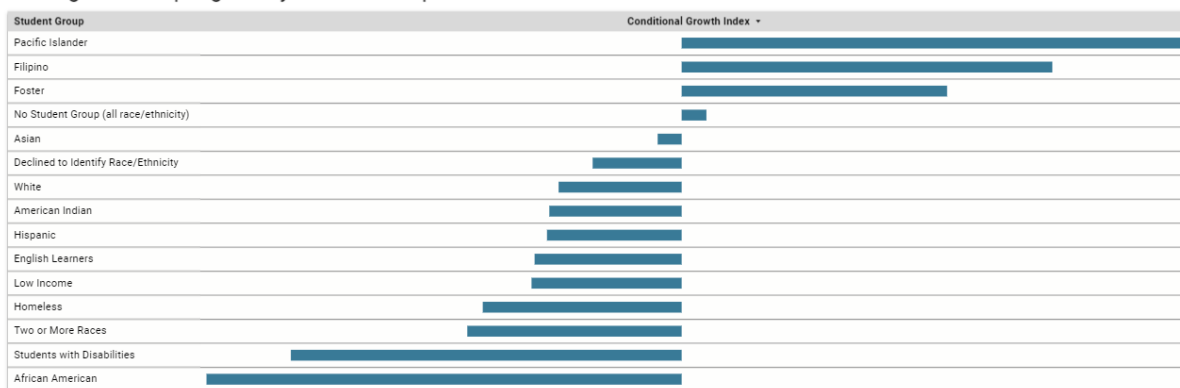
Maintaining and Building on Success

Student Champion Course

One of our most significant accomplishments is the implementation of the Student Champion Course, which has been delivered to all employees during the 2022-23 school year. This program forms the cornerstone of our approach to holistic student support, promoting an understanding of what it means to be a student advocate within Madera Unified. We are committed to preserving and expanding this initiative, providing continual support to our staff to ensure they are fully equipped to create a positive and supportive environment for our students.

New Teacher Support Mentor Program

We are equally proud of our New Teacher Support and Mentor program, which has played a pivotal role in integrating new educators into our dynamic teaching community. This initiative provides tailored professional development, mentorship, and ongoing job-embedded training, resulting in well-prepared and confident teachers. Maintaining and enhancing this program will continue to be our priority, as we understand the immense value of well-supported and well-prepared teachers.

Expansion of Speciality Courses and VAPA

Our addition of specialty courses in Visual and Performing Arts, Science, and Technology epitomizes our commitment to offering a diverse and comprehensive curriculum. These enriching programs provide students with various learning experiences and foster creativity, problem-solving skills, and technological fluency.

We aim to continue to expand these offerings, allowing more students to explore their interests and talents and equipping them with the skills they need for the future.

Dual Language Immersion Programs

We have implemented Dual Language Immersion programs at three different school sites. We recognize the value of multilingualism in our increasingly globalized world and are eager to allow our students to become bilingual and bi-literate. Going forward, we will strive to enhance these programs and explore opportunities to expand them to additional sites.

High-Quality Professional Development for English Language Development Instruction

We are also proud of our comprehensive professional development program on English Language Development (ELD) instruction for Emergent Multilingual (English Learner) students. This initiative reflects our commitment to supporting all our students, regardless of their native language, and ensuring they have the necessary resources to thrive. We plan to sustain and enhance these efforts, focusing on effective and inclusive teaching strategies.

Significant Increase to Instructional and Planning Time Minutes

In our quest to continually improve the professional environment for our teachers, we have significantly increased both instructional and planning time. We understand the importance of providing teachers ample time to create engaging and effective lessons, and we are committed to preserving these changes in the coming years.

Student Bill of Rights

Another milestone for MUSD is the development of a Student Bill of Rights, demonstrating our commitment to student autonomy and participation. We believe in nurturing an environment where students' voices are heard and respected; this initiative is a testament to that belief.

Student Trustees Appointed to Board

Lastly, the appointment of Student Trustees to the School Board for the first time has been a landmark step in ensuring student representation at the highest levels of decision-making. This initiative has

allowed us to benefit from their unique perspectives, and we plan to continue this practice, fostering a culture of inclusivity and shared responsibility.

In conclusion, we are immensely proud of our accomplishments and are committed to building upon these successes. We recognize that the journey to providing an excellent education is continuous, and we are dedicated to exploring and implementing innovative strategies to enhance learning experiences in Madera Unified School District.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of the Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Madera Unified School District received the lowest performance ratings of one for Chronic Absenteeism and Mathematics for the All Students student group.

Additionally, African American and Foster Youth students received the lowest performance rating of one for Suspension, which is two performance ratings below the All Student suspension rating of three.

CA Dashboard Indicators with the lowest performance rating:
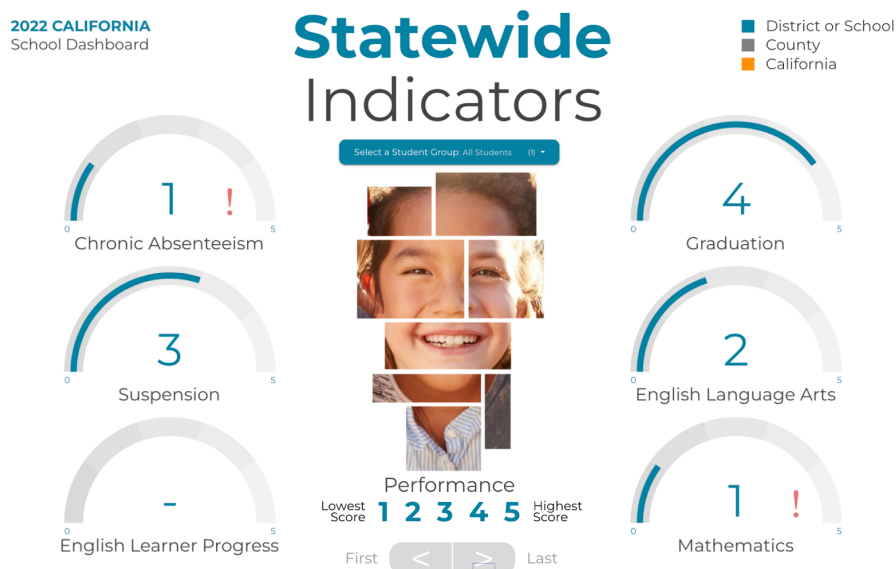
Identified Need CA Dashboard Indicators

Student Group/Race Ethnicity	Math	Chronic Absenteeism	Suspension
All Students	1	1	3
African American	1	1	1
Foster Youth	1	1	1

Steps to address low performance:

In response to the low-performance ratings observed in the areas of Chronic Absenteeism, Mathematics, and Suspension rates, particularly among the All Students group, African American students, and Foster Youth students, Madera Unified School District (MUSD) is committed to taking assertive steps to reverse these trends. We believe that every child deserves access to quality education and a nurturing environment conducive to their growth and development. Our proposed actions are centered around this belief, focusing on cultural inclusivity, teacher-student pairing, enhanced instructional time, curriculum modifications, assessment systems, mentorship, and professional growth opportunities for educators.

LCAP Action 2.2: We plan to Develop an Inclusive and Equitable Culture to ensure that all students feel welcomed, respected, and supported within our schools. By cultivating an environment of inclusivity and equity, we aim to reduce chronic absenteeism and suspension rates while encouraging students to take an active role in their learning journey.

LCAP Action 2.3: Madera Unified is also working on developing systems to Pair Teachers Based on Student Needs. By aligning educators' strengths with students' unique needs, we hope to bridge the performance gap in Mathematics and other areas, providing tailored support that can adapt to the diverse learning styles and pace of our students.

LCAP Action 2.13: Recognizing the importance of teacher preparation, we plan to increase both Instructional and Planning Time for Teachers. This will allow educators to design lessons more effectively, accommodating the diverse needs of their students and enhancing the overall teaching and learning experience.

LCAP Actions 3.2 to 3.5 entail revamping our curriculum and instructional practices. Based on feedback from the WestEd Curriculum Audit Study, we plan to create a responsive instructional system (Action 3.2). This will involve the implementation of a Board-approved guaranteed and viable curriculum (Action 3.3), the identification and adoption of best practices for instruction (Action 3.4), and the implementation of a comprehensive assessment and monitoring system (Action 3.5) to track progress and make data-driven decisions.

LCAP Action 4.1 focuses on supporting our teachers as they cultivate their professional skills. We plan to continue the implementation of the New Teacher Support and Mentor Program to provide guidance, share expertise, and foster a collaborative learning environment among educators.

Lastly, Actions 5.1 and 5.2 offer multiple pathways for professional growth and redesign the school day to include embedded professional learning opportunities. This includes incentives for teachers to become mentors and drive continuous improvement (Action 5.1) and collaboration within and between sites (Action 5.2) to promote a shared understanding of effective teaching practices and build a strong community of educators.

At Madera Unified, we are confident that these actions will address the current performance gaps and establish a strong foundation for continuous growth and improvement. We are dedicated to working with our teachers, students, parents, and the wider community to ensure all our students have the opportunities to succeed and thrive.

Differentiated Assistance

Madera Unified School District				2022 Dashboard		
Student Group	**Chronic Absenteeism**	**Suspension Rate**	**ELPI**	**ELA**	**Math**	**Graduation Rate**
All Student	47.8%	3.7%		51.4 Below	99.3 Below	91.4%
English Learners*	45.6%	3.4%	48.7%	71.6 Below	108.2 Below	79.3%
Foster*	48.5%	8.4%		94.3 Below	139.3 Below	75.0%
Homeless*	58.0%	5.1%		78.2 Below	123.1 Below	81.2%
SED	48.7%	3.9%		55.6 Below	103.3 Below	90.6%
SWD*	60.3%	6.0%		134.0 Below	169.4 Below	74.8%
Hispanic	47.6%	3.7%		53.0 Below	100.7 Below	91.3%
White	46.5%	3.9%		27.4 Below	80.2 Below	92.1%
African American*	66.5%	10.9%		90.1 Below	152.9 Below	92.6% (27)
Asian	36.8%	0.8%		.5 Above	42.8 Below	92.9% (14)
Two or More Races	52.2%	3.9%		47.7 Below	96.4 Below	Less than 11
American Indian	55.4%	2.9%		54.6 Below	95.7 Below	Less than 11

Bolded with *: Denotes student groups eligible for differentiated assistance.

As shown above in the table, Chronic Absenteeism and Math for all students is eligible for Differentiated Assistance. Additionally, the student groups of African American and Foster also scored a "1" across the board; which also qualifies them for Differentiated Assistance. For the 2023-24 school year, MUSD has chosen to provide targeted attention on African American student groups with a focus on addressing Chronic Absenteeism and Suspension Rates. The district has convened an advisory committee committed to this work, comprising Certificated staff, Classified Staff, and community educational partners.

LCAP Highlights

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

In March 2019, the Madera Unified School Board adopted two guiding documents: The Community Compact and Student Champion. Both decisions serve as a foundation for our vision for student achievement across the district. The Board developed three goals for our district: Clarity and Consistency, Changing Perceptions and Mindsets of Staff and Community, and Excellence in All Things. To meet the bold vision, Madera Unified partnered with the National Center of Education and the Economy (NCEE), an organization established to research the world's best educational systems and to provide states and districts with tools to elevate their craft and become world-class institutions. NCEE developed the National Institute for School Leaders (NISL), a high-quality Executive Development Program (EDP) for school and district leadership. Madera Unified school site and district leadership have completed the 12-session program of over 144 hours of instruction. Leaders who have completed NISL EDP can receive credits toward a Doctoral Degree in Educational Leadership. The EDP is the largest and most effective executive development program for school leaders across the United States. It is the only executive leadership program fully recognized by the RAND Corporation and the American Institute of Research. Complementing the district's major investment in EDP, beginning in the fall of 2020, Madera Unified teachers at Jefferson Middle School completed the NISL program called Teaching for Effective Learning (TEL). Teachers received three full-day coursework sessions, meticulously reviewing content based on how people learn. Both EDP and TEL programs are high-quality professional development processes that were created to help provide leadership, support, and capacity building to school leaders and teachers.

Through the NISL programs, leaders learned about the nine building blocks of all high-performing educational systems.

1. Provide strong support for children and their families before students arrive at school.
2. Provide more resources for at-risk students than for others.
3. Develop world-class, highly coherent instructional systems.
4. Create clear gateways for students through the system, set to global standards, with no dead ends.
5. Assure an abundant supply of highly qualified teachers.
6. Redesign schools to be places where teachers will be treated as professionals, with incentives and support to improve their professional practice and students' performance.
7. Create an effective system of career and technical education and training.
8. Create a leadership development system that develops leaders at all levels to manage such systems effectively.
9. Institute a governance system with the authority and legitimacy to develop and implement coherent, powerful policies at scale.

To dramatically improve student achievement across the district, Madera Unified worked with NCEE to craft a district redesign to develop a high-performing educational system. The district redesign, also called District System Design Partnership (DSDP), is a district-wide endeavor involving various community educational partners. Members of the redesign committee included many educational partners, including site leaders, teachers, union leadership, district leaders, Trustees, and leaders of community-based organizations. The ambitious project was broken into the following two phases. The first phase, "View Your District Context Through the Lens of Top-Performing Education Systems, " required district leaders to conduct a root cause analysis to identify the key elements driving the district's results. A process of contextual analysis was interconnected with the research on the highest-performing education systems globally, which led to the team deciding to focus efforts on NISL Building Blocks 1 to 6. We have reworded the NISL Building Blocks 1 to 6 as our LCAP Goals 1 -6. The 2021 LCAP has been reorganized and is made up of the following goals:

- Goal 1 - Provide early support for children and their families before beginning school
- Goal 2 - Demonstrate equity before equality by providing resources based on student needs
- Goal 3 - Provide a high-quality education with aligned curriculum & teaching
- Goal 4 - Career Pathway Program Clear gateways with no dead ends
- Goal 5 - Recruit and Retain Highly qualified teachers all students deserve great teachers
- Goal 6 - Incentives & support to continuously improve performance

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.

Mountain Vista High 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.

Madera Unified is utilizing methods from Improvement Science to support the schools identified for CSI. The school principals of all of the sites identified an improvement team to study data around the reasons they were identified for CSI before completing a root cause analysis to identify root causes and the contributing factors of those identified root causes. Subsequently, the school sites were also walked through a process to select the highest priority root cause, and a driver diagram exercise was completed to land on a change idea. Change ideas have been created, and future meetings will be scheduled to evaluate change ideas from data collected to monitor and evaluate effectiveness. Change(s) to the change idea can and will be made if data does not support the original change idea and is improving student outcomes.

Mountain Vista High School was chosen for CSI due to its low graduation rate in the 2017-2018 school year and again for the 2021-2022 School year. Together the team talked through many items that were contributing to the low graduation rate. As they got further along in the process, they found many of those contributing factors were outside their sphere of influence, ultimately making them land on the lack of course completion as the highest priority root cause to focus their time on. Through the driver diagram, they concluded they needed to increase student engagement and intentionality in interventions. For their change idea, they chose to use PLC time to develop further the implementation of tier 1 support for all learners using engagement strategies with consistent formative assessments and regular student feedback. The identified need was to build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school and preparing them to be college and career ready. Additionally, accelerate instructional effectiveness by investing School Plan for Student Achievement (SPSA) Page 30 of 66 Mountain Vista High School in evidence-based collaboration and differentiated professional learning to improve instruction and leadership development for teachers, site leaders, and staff. The 3-year school-specific goal is to provide equitable access to rigorous high-level programs. Two strategies were identified to reach this goal and are as follows:

Strategy #1:Mountain Vista will provide a rigorous grade-level curriculum with interventions and support so that all students can achieve at high levels. To accomplish this, Mountain Vista will rework its master schedule and buy out two teacher's prep periods. One teacher will provide ongoing coaching and support for teachers to improve instructional practices and create engaging daily lessons. Another teacher will use one prep period to provide timely intervention and support for struggling students. The Intervention teacher will also assist teachers in designing interventions to School Plan for Student Achievement (SPSA) Page 31 of 66 Mountain Vista High School address students' gaps in learning and further support. In addition to this, teachers will be able to attend professional training to plan, deliver and implement a rigorous and relevant curriculum.

- Observe high-impact CCCS lessons.
- Adjust pacing guides and common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- Plan, facilitate, and attend scheduled meetings for struggling, At-Risk, or Special Education students to discuss academic progress and identify next steps.
- Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.

- Time for testing, scheduling, and compiling information about students.
- Provide after-school tutoring for students.
- Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Strategy #2: Purchase supplemental Instructional supplies, books, and reference materials and duplication/Print shop.

- Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase students' decoding, fluency, reading comprehension, and exposure to more informational text in alignment with common core expectations.
- Purchase materials to improve performance on Smarter Balanced assessment.
- Utilize the district's print shop service to provide materials for student use and parent education.
- Purchase materials including, but not limited to, duplication, software, online subscriptions to software programs and professional learning opportunities, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs like VEX Robotics allow students to use their creativity and higher-order thinking skills to solve complex problems.
- Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or a STEM/STEAM lab setting.
- Identify student Lexile levels: (Fall 2021)
- Identify materials to support below, at, and above lexile levels and provide intervention to meet the needs of students: (August 2021)
- Research standards-based materials and research-based materials (ongoing)

2022-2023 Mountain Vista CSI Reflections

For the 2022-23 school year, a Behavioral Health Clinician and Student Advocate were hired to focus on the mental health of students to address the trauma that they are facing. Students either are self-identified and seek services, but the school has also implemented a C.O.S.T process where staff and teachers recommend students who need Tier 2 or Tier 3 levels of support every three weeks. By identifying these students early, the appropriate social-emotional intervention and academic intervention have been provided in a timely fashion to keep students engaged in school.

In addition to implementing instructional strategies that will address grade-level standards, during the PLC process, teachers identified that they needed to address student foundational skills and grade-level standards. Many students come in deficient credits and with significant learning gaps, so utilizing individualized learning platforms like IXL have been used school-wide to address these foundational skills so that students can access grade-level standards.

On May 9th, 2023, BP6146.1 was modified to define Alternative High School credit requirements to include new language to outline those requirements to allow students to focus on the courses they are most deficient in; Board Policy 6146.1 is revised to update the course requirements for Alternative High School Graduation from 230 credits to 180 credits. The credit change will allow our students to compete with graduates from adjacent districts. The changes will be specified in the content areas of math and electives. The new math requirements will be two years (20 credits), and the new elective requirements will be four years (40 credits).

In addition, the new policy update will reflect the new state law (SB 532, 2022), which expands and strengthens the exemptions from graduation requirements for highly mobile student populations and includes a requirement for districts to report annually to the California Department of Education regarding the number of students who, for the prior school year, graduated with an exemption from district-established graduation requirements, as specified.

Ripperdan Community Day School was chosen for CSI due to CSI Low Performance in the 2021-2022 school year, Meaning Ripperdan Community Day School is Title I– funded in the year of entry and was eligible to receive assistance in the CSI category based on the criteria for lowest– performing school. Ripperdan Community Day School is a Community Day school with variable enrollment throughout the year and, during the time of evaluation, was recorded as having 35 students with no eligible student groups.

The principal of Ripperdan Community Day School chose to take another position within Madera Unified, so district leadership postponed the beginning of the CSI inquiry process to the beginning of the 2023-2024 school year to allow the new principal to take ownership of the process and any strategies that would be implemented as part of the improvement science process have his agreement as well.

Monitoring and Evaluating Effectiveness

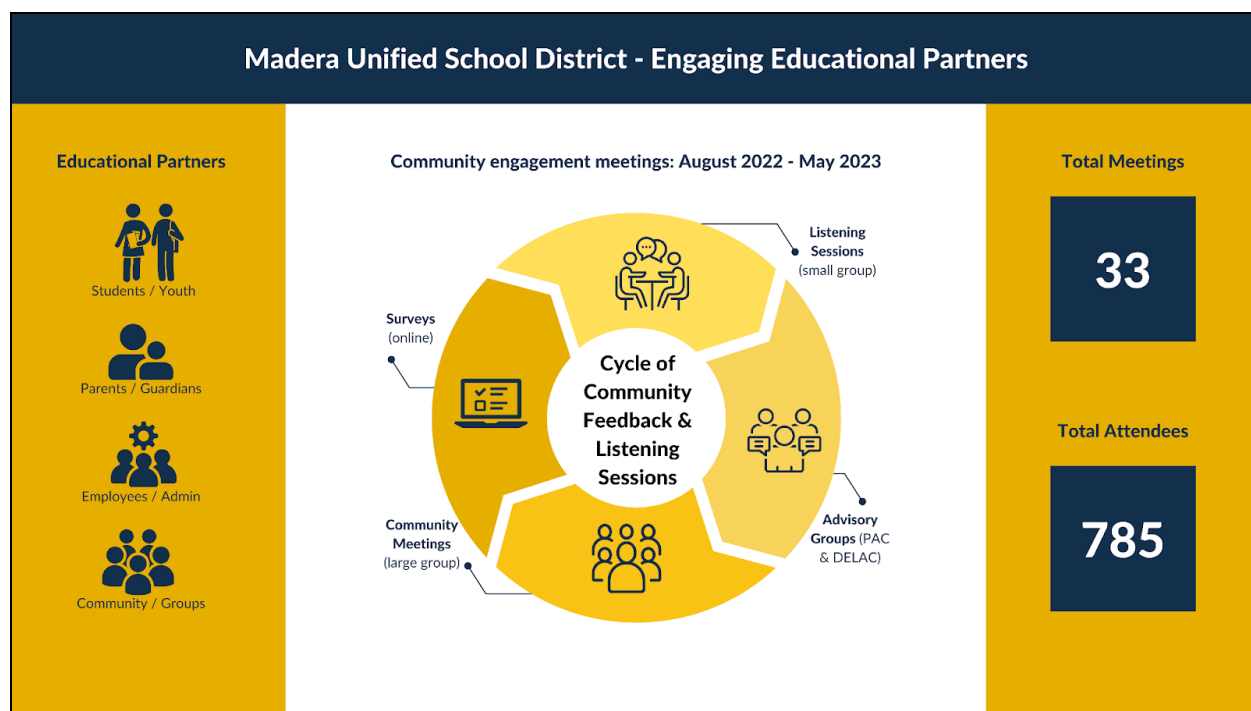A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Madera Unified district staff provided the data for the school site improvement teams and facilitated the improvement science process. After determining the highest impact change idea, school site and district staff will develop and agree upon measurable metrics for monitoring and evaluation. Plan, do, study, act will be utilized quarterly to check progress, and the change idea will be modified if necessary.

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 and how this engagement was considered before finalizing the LCAP.

Madera Unified held community engagement meetings with the following academic partner groups between August 2022 to May 2023:

Madera Unified School District - Engaging Educational Partners

Educational Partners
- Students / Youth
- Parents / Guardians
- Employees / Admin
- Community / Groups

Community engagement meetings: August 2022 - May 2023

Cycle of Community Feedback & Listening Sessions
- Listening Sessions (small group)
- Surveys (online)
- Community Meetings (large group)
- Advisory Groups (PAC & DELAC)

Total Meetings

33

Total Attendees

785

LCAP Community Feedback Meetings

LCAP Community Feedback Meetings: From February to March 2023, a total of three LCAP community feedback meetings were held in the evening to allow for more time to obtain feedback. The table below provides the date, location, and the number of attendees for each meeting:

Date	Event/Location	Total # of Parent Attendees	Total # of Staff Attendees
2/2/23	Madera High School LCAP Community Meeting - Blue Pyramid	19	30
2/16/23	Madera South High School LCAP Community Meeting - Purple Pyramid	55	40
3/2/23	Torres High School LCAP Community Meeting - Red Pyramid	65	35
	Total	139	105

Student Voice Meetings with the Superintendent and Student Board Members: The MUSD Board of Trustees and the Superintendent value our students' input and feedback on topics that include school culture and climate, classroom experience, evidence of a highly engaging school environment, equity and topics unique to their schools. The Student Voice is another way for students to connect with our Board and district officials and hear their concerns and ideas. Madera Unified's top priority is our students. In the Student Voice Meetings with the Superintendent, students are the means to provide us with information about their respective schools and their peers. Members of the Student Voice may include the following but are not limited to:

- Students recruited by the Student Board Member
- Students involved/interested in leadership and advocacy
- A diverse group of students with diverse backgrounds

The Student Voice meets monthly with the Superintendent and the Student Board Member for their respective school to discuss topics that are of interest to the group, or items brought forward by the Student Board Member. The meetings are held in person and led by the Student Board Member.

Date	Event/Location	Attendees
11/7/22	Torres High School Student Voice Meeting led by Trustee Ingrid Sosa Ramirez	15-20 THS students
12/6/22	Madera South High School Student Voice Meeting led by Trustee Genesis Guillen	15-20 MSHS students
1/31/23	Madera South High School Student Voice Meeting led by Trustee Genesis Guillen	15-20 MSHS students
2/21/23	Alternative Ed Student Voice Meeting	15-20 Alt. Ed. students
3/7/23	Torres High School Student Voice Meeting led by Trustee Ingrid Sosa Ramirez	15-20 THS students

Note: MHS has not had a student voice meeting, per the superintendent's office.

Parent and Student Focus Group Sessions: Parent and student voice empathy interviews were conducted with small groups. A focus group is a group of people brought together for an hour to share ideas on a specific topic.

Date	Event/Location	Total # of Attendees
2/1/23	Parent Focus Group at Pershing Elementary School	8
2/2/23	Parent Focus Group at Rose Elementary School	5

2/21/23	English-only Parent Focus Group at Lincoln Elementary School	13
2/24/23	Student Focus Group at Sierra Vista Elementary School	3
4/14/23	MSHS Student Focus Groups	30
5/9/23	MHS Student Focus Groups	30
5/11/23	MTHS Student Focus Groups	27
	Total	116

Advisory Groups

Parent Committees: Meetings were held with the Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC) to gather their feedback on the LCAP. The feedback was compiled and presented to the Board and superintendent during a board meeting. The superintendent met with the committees to provide his response.

Date	Event/Location	Total # of Voting-Member Attendees
9/12/22	DELAC Meeting	17
10/5/22	PAC Meeting	20
10/17/22	DELAC Meeting	20
11/3/22	PAC Meeting	19
11/14/22	DELAC Meeting	21
12/12/22	DELAC Meeting	13
12/14/22	PAC Meeting	16
1/23/23	DELAC Meeting	21
2/8/23	PAC Meeting	20
2/27/23	DELAC Meeting	14
3/8/23	PAC Meeting	17
3/27/23	DELAC Meeting	19

4/12/23	PAC Meeting	16
4/17/23	DELAC Meeting	18
5/10/23	PAC Meeting	15
5/15/23	DELAC Meeting	12
	Total	278

Collective Bargaining Units: MUTA and CSEA leadership requested for the LCAP feedback survey to be sent to all members of the bargaining units to allow them to provide feedback. The survey was available from May 1, 2023, through May 12, 2023.

Survey	# of Responses
CSEA - Local Control and Accountability Plan (LCAP) Survey	78
MUTA - Local Control and Accountability Plan (LCAP) Survey	110

CMBA feedback (site and district administration) was collected on February 16 and March 16, 2023, at the principal PLC meetings through a process of reviewing goals and actions and providing feedback regarding the current actions and adding any additional actions deemed necessary.

Group Name	# of Attendees
CMBA	47

Consultation with SELPA: Approximately 8% of Madera Unified students are considered a student with a disability.

Date	Attendees
5/16/23	Melisa Etheridge (Madera County Superintendent of Schools; SELPA Director), Becky McHaney (Madera Unified; Director of Special Services), Adam Bonilla (Madera Unified; Director of Continuous Improvement)

A summary of the feedback provided by specific educational partners.

LCAP Community Feedback Meetings: Madera Unified conducted three community meetings divided by the three high schools and their respective feeder middle and elementary schools. Attendees participated in an activity where they were given "We Believe" bucks (play money) to put toward specific goals and actions related to the LCAP. The following feedback was received.

Educational Partner Group	How can Madera Unified improve in meeting this goal?
LCAP Community Feedback Meeting - Blue pyramid	Goal 1 - Provide early supports for children and their families before beginning school 1.Other ● Preschool - More Access/Opportunity ● Transportation - Zero period ● Before School Childcare with Verification of need/ Employment

	- Involve Community educational partners that specialize in early childhood. Ex: First 5, Migrant Ap., MCSOS - Add Camarena buildings/services on Elementary school sites (or nearby) Goal 2 - Demonstrate equity before equality, providing resources based on student needs 2.Other - Native Language Resources (Newcomers) a) Assessments b) Curriculum Materials c) Bilingual Paras - GATE Program - Grade level Paras K-2 Goal 3 - Provide a high-quality education with aligned curriculum & teaching 3.Other - Make MLS more visible for parents to know what it is, where to find it, and how it helps our student(s) - Align priority standards TK-6/ TK-8 for ELA, Math - Alternative local assessments for Secondary sites - Teach life skills to High School students Goal 4 - Recruit and retain highly qualified staff 4.Other - Newcomer Program – Additional Counselor at High School and Elementary - Consider these programs for After School Programs/Clubs to reduce time out of class during core instruction - CTE Opportunities for K-8 and DLI 7-8 Programs - Middle School Social Workers Counselors - Improve educational facilities Goal 5 - Incentives & supports for employees to continuously improve performance 5.Other - Funds for National Board Certification - Funds for Teacher extra time - Funds for Cultural Sensitivity - Reimagine Student Champion Course - Opportunities for Career Advancement with district partnerships with local Colleges/ Higher Ed. Institutions. - Professional Development for Teachers Goal 6 - Operational Services - Not included as part of the options
LCAP Community Feedback Meeting - Purple Pyramid	Goal 1 - Provide early supports for children and their families before beginning school 1.Other - Kinder/TK go to half-day - K-8 need student advocates - PRCs at high schools (all Schools) - Increase Para support in kinder (for a full day) - Parent education for EL - Improve the quality of meals - After School tutoring Goal 2 - Demonstrate equity before equality, providing resources based on student needs 2.Other - Restrooms: a. Alpha: Add Additional restrooms b. Sierra Vista: Remodel student restrooms c. Millview: Student restrooms - Program to assess teacher performance - Refurbishing playground equipment - After-school tutoring - Support for seniors (12th graders) - Original credit opportunities during summer for students to get ahead credits - Mental Health/Well-being service (especially Jr/High Schools) - Equity for sports equipment at High Schools

	● Pregnancy prevention for boys and girls ● More traditional school year (late Aug – mid-June) ● Lower caseload for counselors ● More classes for parents ● Paraprofessionals – 1st-grade Goal 3 - Provide a high-quality education with aligned curriculum & teaching 3.Other ● Availability of dual language for all schools ● Additional intervention for students who are falling behind (outside normal class) ● A way to have parents involved in evaluating teachers ● More educational field trips ● More project-based learning ● Life skills education, i.e., financial literacy, taxes, etc. ● Grading system that meets the needs of alternative Goal 4 - Recruit and retain highly qualified staff 4.Other ● Provide support/training for other staff (i.e., Paras, CPAs, etc.) based on school/student needs. ● Hire safety offices at the elementary level. ● Safety officers during sports practice ● Electives – AFS- Self-Defense class ● Sub Training before subbing in class Goal 5 - Incentives & supports for employees to continuously improve performance 5.Other ● More Staff ELD training ● Student incentives budget for classrooms. ● Teacher recognition for high-performing teachers ● Spanish speaking Para's for Spanish speakers learning English/ Newcomers ● Trauma informing/ support Goal 6 - Operational Services ● Not included as part of the options
LCAP Community Feedback Meeting - Red Pyramid	Goal 1 - Provide early supports for children and their families before beginning school 1.Other ● Expand DLI to all Elementary schools. ● Expand autism program for younger children ● Expand DLI to TK ● PRCs at all sites ● Connect with early intervention agencies for children with suspected disabilities. ● Add other languages to Elementary electives. Goal 2 - Demonstrate equity before equality, providing resources based on student needs 2.Other ● Reduce class sizes for SWD. ● Schools are too small for the number of students to attend. Goal 3 - Provide a high-quality education with an aligned curriculum & teaching 3.Other ● Additional staff for the Graduate Profile with additional training ● Evaluate the students with a project demonstrating the Graduate Profile. ● More CTE opportunities at Torres/Mt. Vista is available at other High Schools. I.e., ROP ● Make the MLS more visible to parents. ● More intervention teachers for ELA/Math/ DLI starting 1st grade. ● Provide more Speech Pathologists on campuses. Goal 4 - Recruit and retain highly qualified staff

	4.Other ● Increase training for Paraprofessionals in all programs. ● Increase intervention staff in Elementary. (Primary in DLI, Math) ● Support staff focusing on graduate profile (help/ prepare early-on) ● Safety Officers at Elementary ● VP for all schools. ● More security at the high schools. ● Security guards to help control the traffic. ● More school security. ● Staff who specialize in AAC tech devices. Goal 5 - Incentives & support for employees to continuously improve performance 5.Other ● Additional training for SWD Para's and Para's to better support in the classroom. ● Additional vetted training for teachers/staff to support our English Learners. ● Additional training to support SEL in the classroom. ● Para's to support in 1st grade as well as Kinder. Goal 6 - Operational Services ■ Not included in the options

Committee Meetings: The Parent Advisory Committee (PAC) is a group of parent volunteers who gather during the school year to be connected, heard, and informed about the school district. Each school in Madera Unified elects one parent representative and an alternate to attend each meeting. The PAC's mission is to provide an authentic parent voice in an advisory capacity to the MUSD Board of Education and the Superintendent on District goals, actions & finances. The function of the PAC is to consult, review, and comment on the Madera Unified Local Control and Accountability Plan (LCAP) to ensure it reflects the input of District parents, a key community engagement group. (Photo on the right: PAC President Haley Rivera-Gonzalez presenting the PAC's LCAP recommendations during the MUSD Board meeting on April 26, 2022.)

DELAC is a district-level English Learner Advisory Committee composed of parents, staff, and community members designed to advise district officials on English learner programs and services. (Photo on the left: DELAC President Mendez presenting the DELAC's LCAP recommendations during the MUSD Board meeting on April 26, 2022.)

The PAC and DELAC presented their written recommendations to the board and superintendent during the board meeting on April 26, 2022, for a written response.

District-level Parent Committees	Goal and Recommendation Ranked #1 by the group What are ways Madera Unified can improve in meeting this goal?
Parent Advisory Committee (PAC)	**Goal 1 - Provide early support for children and their families before beginning school** Ranked #1 ● Additional support staff for all MUSD school sites based on the socio-emotional, behavioral, and academic needs of the site to create and sustain emotionally and physically safe learning spaces for all students and their families. **Goal 2 - Demonstrate equity before equality, providing resources based on student needs** Ranked #1 ● Additional support staff for all MUSD school sites based on the socio-emotional, behavioral, and academic needs of the site to create and sustain emotionally and physically safe learning spaces for all students and their families. Other Recommendations ● Enrichment-based opportunities outside the school day for high achieving students -

	something like an advanced learners academy for elementary students.
	Goal 3 - Provide a high-quality education with aligned curriculum & teaching Ranked #1 ● Development of a comprehensive Financial Literacy program with grade-level appropriate curriculum, materials, and skills to align with the MUSD Graduate Profile. **Goal 4 - Recruit and retain highly qualified staff** Ranked #1 ● Additional support staff for all MUSD school sites based on the socio-emotional, behavioral, and academic needs of the site to create and sustain emotionally and physically safe learning spaces for all students and their families**.** **Goal 5 - Incentives & supports for employees to continuously improve performance** Ranked #1 ● Ensure that the Student Champion course and work continues. Continue to train all MUSD staff on what it means to be a "Student Champion."

District English Learner Advisory Committee (DELAC)	**Goal 1 - Provide early supports for children and their families before beginning school**
	
	Ranked #1
	● Expand communication efforts from the district throughout the community by using other communication resources to reach more parents who don't know where to go to find the support they need and don't have access to technology.
	● Examples: Newsletters to families in multiple languages, flyers in local doctors' and medical provider offices, and other social service offices. Hold health fairs for parents to attend and receive information on services available in the community, such as dental, immunizations, etc., that will better prepare students and families to start school.
	
	Goal 2 - Demonstrate equity before equality, providing resources based on student needs
	
	Ranked #1
	● Clearly defined resources for Newcomer students and their families. Examples of these resources for students:
	  ○ Newcomer programs with specialized instruction and services developed based on research and professional development for newcomer teachers and leaders.
	  ○ Extended learning opportunities, including after-school programs and summer school designed to meet the needs of newcomers.
	  ○ Emphasis on literacy development and early reading skills.
	  ○ English Language Development: at least two periods/day of specialized instruction.
	● Examples of these resources for families:
	  ○ Coordination of social services: medical, food bank, enrollment,
	● legal services, employment training, crisis response, housing, etc.
	  ○ Mental health clinical services with trauma-informed practitioners
	
	Goal 3 - Provide high-quality education with aligned curriculum & teaching
	
	Ranked #1
	● Ensure that all teachers and staff are receiving the proper training and support to meet the needs of all English learners enrolled in our schools. All teachers should have the skills to address language and literacy in their classrooms.
	● Address the problem; educational opportunities are not equal for English learners. In high school, English learner students rarely can take an elective due to having a

	six-period day. English learners must take Designated ELD as their elective and, therefore, cannot take any CTE or VAPA electives. **Goal 4 - Recruit and retain highly qualified staff** Ranked #1 • Recruit highly qualified teachers and support staff. Look for teachers and support staff that are bilingual and/or have experience with English learners. **Goal 5 - Incentives & supports for employees to continuously improve performance** Ranked #1 • Recognize and reward the teachers who have the most success with English learner students.

Parent and Student Voice: Parent and student voice empathy interviews were conducted with small groups.

Group Name	Themes
Parent Focus Group at Pershing Elementary School	1. **Importance of communication**: Parents highlight the importance of effective communication between parents, teachers, and students. Misunderstandings can arise if communication is not clear and open. It is essential to have open and honest communication to ensure that the needs of students are being met. 2. **Recognition of individual needs:** Each student has unique needs, and teachers need to recognize and accommodate those needs. Teachers should not treat all students equally but understand and address each student's needs. 3. **Prioritization of basic needs:** Parents emphasize the importance of basic needs, such as going to the bathroom, in ensuring that students can effectively learn. Teachers must ensure that basic needs are met before students learn and perform to their full potential. 4. **Trust and respect**: Parents highlight the importance of trust and respect between parents, teachers, and students. Students need to trust that their teachers will listen and respond to their needs, while teachers need to respect the needs of their students. 5. **The impact of past experiences:** Parents mention a negative experience that impacted the parent's perception of their child's education. Past experiences can shape how parents and students perceive education, and teachers need to address and respond to those concerns.
Parent Focus Group at Rose Elementary School	1. **Challenges and opportunities after the pandemic:** The COVID-19 pandemic has brought about many challenges in the education sector. Parents are increasingly concerned about the quality of education their children are receiving. However, parents are overall pleased with the quality of education that their children are receiving. Despite the challenges, their children's teachers focus on the children and help them improve in all areas. The parents feel well-informed about their children's education and the programs they are participating in. 2. **Importance of teacher quality and their focus on student's individual needs:** Parents believe that administrators and teachers should focus more on reading, writing, and mathematics. They have no concerns about how teachers and staff treat their children. 3. **Communication with parents and information sharing:** The value of parent-teacher communication and involvement in children's education. The role of information sharing and transparency in helping parents make informed decisions. 4. **Language barrier and learning English:** The need for schools to address language barriers and support language learning. 5. **Concerns about bullying and discrimination:** The impact of bullying on children and the importance of addressing it effectively. Bullying remains a concern for parents as their children have experienced it. They advise other parents to

	communicate with their children about bullying and to approach teachers or school administrators if necessary. 6. **Cultural sensitivity:** The significance of cultural sensitivity and understanding in promoting a positive school environment. Overall, parents are satisfied with their children's education despite the challenges. They acknowledge the efforts made by teachers to provide quality education and hope that administrators and teachers will continue to support all students.
English-only Parent Focus Group at Lincoln Elementary School	1. **Quality of education:** Parents discussed the quality of education in the Madera Unified School District, sharing different perspectives and experiences. Some parents express satisfaction with their children's education, while others suggest room for improvement. Some factors mentioned are the role of teachers, curriculum, and student engagement. 2. **Challenges in middle school:** Several parents highlight concerns regarding middle school education in Madera, specifically about discipline, bullying, and safety. The experiences shared suggest that more attention and intervention are needed to address these issues. 3. **Teacher-student relationships:** Parents highlighted the positive impact of teachers on students' academic and social development through personal anecdotes. Some teachers are described as engaging, responsive, and experienced, while others are seen as intimidating or struggling to control their classrooms. This contrasts with the negative feedback about teachers who struggle to control the classroom or create a safe environment. This theme could explore the role of teachers in building trust, respect, and rapport with their students. 4. **Transition to junior high:** Parents highlighted the challenges of transitioning from elementary to middle school and discussed the potential impact of different school cultures and environments. Some parents express concerns about their children's exposure to negative influences, such as drugs or violence, in certain schools. The importance of a safe and inclusive learning environment for all students and the responsibility of schools to address issues of bullying and harassment. 5. **Parental involvement:** The role of parents in supporting their children's education is emphasized throughout the discussion. Some parents attribute their children's academic success to their involvement in their learning and school activities, while others suggest that lack of parental support can lead to negative outcomes. Parental involvement and school culture can influence students' experiences and outcomes. The positive examples of parents who communicate with their children, engage with the school community and advocate for their children's needs contrast with the negative examples of parents who feel ignored or disappointed by the school's response to their concerns. 6. **Communication barriers in youth sports:** Parents highlight several issues with communication between coaches, parents, and students regarding schedules, locations, and events. This theme could explore the challenges of coordinating communication between different groups involved in youth sports, as well as potential solutions to improve communication and avoid confusion. 7. **Access to opportunities in education:** Parents also touch on issues related to access to educational opportunities, particularly dual enrollment programs. This theme could explore students' and parents' challenges in navigating the educational system to access such programs and the potential consequences of missing out on these opportunities. 8. **Advocacy for students:** Parents highlight the importance of parental advocacy in ensuring that their children have access to opportunities and are not unfairly excluded. This theme could explore the role of advocacy in education and youth sports and the potential consequences of not having someone advocating for a child's interests. 9. **Importance of communication and transparency:** Parents underscore the importance of clear communication and transparency in education and youth sports. This theme could explore the broader implications of these issues, including how they might affect trust and confidence in institutions and the potential consequences of failing to communicate effectively.

	10. **Social-Emotional Support:** Parents discussed the lack of information and resources regarding school counselors and support for student's social and emotional needs. The need for more school counselors to meet the needs of students. Communication between teachers and parents is important in addressing issues that affect students' well-being. The impact of negative experiences on students' behavior and self-confidence, and the need for support to address such issues. 11. **Family beliefs, values, and culture:** Parents highlighted the challenges with accommodating religious and dietary restrictions in school meal options. The need for more flexibility in accommodating students' dietary needs. Cultural differences and values should be taken into account by schools to support families and children better.
Student Focus Group at Sierra Vista Elementary School	We had three students in our focus group at Sierra Vista. All three students were 6th graders in Mr. Errecart's class. Please see the quick summary below based on our focus group session on Friday afternoon. 1. **Student Engagement:** Students were engaged in their studies, particularly in math, and they were proud of their progress. They also enjoyed spending time with their friends in school. 2. **Dislikes:** Students did not like missing out on Fun Friday activities and found the requirement to complete Khan Academy for 60 minutes a week tedious. They preferred to use that time to catch up on assignments or work on other activities. 3. **Suggestions for Improvement:** Students suggested having longer Fun Fridays, more balance between math and reading assignments, and more opportunities to participate in learning activities where they could win prizes. They also requested more exposure to tools like MetoBE reports, which they had not seen before. 4. **Teacher Support:** Students felt comfortable asking questions and seeking extra help from their teacher, who they believed was effective at explaining concepts and answering questions. Based on this summary, it seems that the students are generally engaged and satisfied with their school experience, but they have some specific areas where they would like to see improvements or changes.
MSHS Student Focus Groups - Leadership Principles class, Black Student Union (BSU), Gender/Sexuality Alliance (GSA)	Creating a Safe and Open Space: students emphasized the importance of creating a safe and open space for students to share their experiences and feedback, free from judgment or retribution. **Leadership Principles class** 1. **Empowering Student Voices:** students highlighted the importance of empowering student voices to effect change in the school community by addressing issues and improving the school. 2. **Building Community:** students shared the importance of building a strong and inclusive school community through shared interests and passions, celebrating personal achievements, and promoting school pride. 3. **Overcoming Challenges:** students focused on the importance of resilience and perseverance in facing adversity, supporting and encouraging others in their struggles, and recognizing growth opportunities. 4. **Self-Awareness and Growth:** students shared the importance of self-awareness and personal growth by encouraging individuals to question their assumptions and biases, recognize their strengths and weaknesses, and strive to become more authentic, empathetic, and open-minded. **Gender/Sexuality Alliance (GSA)** 1. **Personal and Professional Growth:** students shared personal achievements, goal-setting, and career exploration. They emphasized the importance of setting goals, developing skills, and exploring different career paths. 2. **School Community and Support:** students shared the importance of creating a positive environment for them to thrive. Students highlighted the importance of clubs, supportive teachers, and advisors who are engaged with them. 3. **Overcoming Challenges and Learning from Setbacks:** students emphasized resilience and overcoming challenges. They explored how individuals and

communities can learn from setbacks and find ways to overcome obstacles.

4. **Collaboration and Teamwork:** students shared the benefits and challenges of working with groups effectively. They highlighted the importance of working with others to achieve common goals and solve complex problems.

5. **Advocacy and Empowerment for Individuals with Disabilities:** students shared the importance of inclusion, accessibility, and empowerment for individuals with disabilities. They covered stereotypes and misconceptions about people with disabilities and explored the role of advocacy in challenging unfair treatment and promoting self-determination.

Black Student Union (BSU)

1. **Personal Growth and Achievements:** students shared personal accomplishments such as self-love and self-confidence, overcoming challenges, and motivation. They explored how individuals can improve themselves and reach their full potential through setting and achieving goals, pursuing their passions, and overcoming obstacles.

2. **Inclusivity and Diversity:** students discussed inclusivity in the BSU and promoting diversity and inclusion in academic and social settings. They discussed how individuals and organizations can work towards creating welcoming and supportive environments for all students.

3. **Student Engagement and Leadership:** students discussed engagement, student-led change, and developing leadership skills. The students explored how they could become more involved in their communities and positively impact them by organizing events and starting new clubs.

4. **Creating a Supportive Campus Environment:** students discussed the importance of creating a campus environment that is supportive, nurturing, and conducive to student success and the importance of student-teacher communication. It explores how students, faculty, and staff can collaborate to create a positive and supportive campus environment.

5. **Education and Career Pathways:** students discussed different teaching strategies, lack of diversity and inclusivity in education, and education and career pathways. Students explored how individuals can make informed decisions about their education and career paths and the role of education in shaping societal norms.

| MHS Student Focus Groups - ASB Leadership class, Black Student Union (BSU), Gay Straight Alliance (GSA), Newcomers - Emergent Multilingual (English Learner) students | **ASB Leadership Class**
1. **Student Well-being and Support:** students highlighted community and belonging, personal growth and accomplishments, health and fitness, and work-life balance. They focused on students' overall well-being, including physical, emotional, and personal development, and the support systems to address their needs.
2. **Educational Experience and System:** student discussion revolved around the challenges and potential improvements in the education system and curriculum. They include topics like teacher-student relationships, grading and feedback, educational challenges, and expectations and pressure. The discussion delves into the educational system's student experience and highlights improvement areas.
3. **Campus Environment and Activities:** students emphasized the campus atmosphere, safety, cleanliness, and various activities and events organized by the school administration. The discussion showcased the efforts to create an engaging and enjoyable student environment.
4. **Student Voice and Perspectives:** students highlighted the importance of student perspectives. They encouraged their active participation and expression of opinions. They included topics like student engagement and communication, student perspective and voice, and the need for change. They focused on empowering students to have a voice and influence in shaping their educational experiences.
5. **Teacher Support and Effectiveness:** students explored the role of teachers in supporting students' academic success and overall well-being. They included aspects such as teacher support, teacher-student relationships, and the need for understanding and responsiveness from teachers and administrators. They emphasized the impact of teachers on students' educational journeys.
Gay Straight Alliance (GSA)
1. **Creating an Inclusive and Empowering Environment:** students focused on fostering a progressive school environment that promotes gender equality, embraces diversity, and addresses social issues. They emphasized the importance of authentic |

representation, student voice and participation, and the need for mental health support in schools.

2. **Teacher-Student Relationships and Support:** students highlighted the significant impact of caring teachers who genuinely invest in their students' well-being. They emphasized the importance of listening versus hearing, effective communication, and the role of teachers in creating a supportive learning environment.

3. **Personal Growth and Academic Achievement:** student discussion centered around goal setting, personal development, and striving for academic excellence. They emphasized the importance of individual growth, reflecting on accomplishments and aspirations, and creating opportunities for holistic student success.

4. **Systemic Improvements in Education:** students focused on the challenges within the education system and the need for systemic improvements. They included discussions about the education system's impact on student well-being, the importance of authentic and comprehensive education, and the need for student-centered approaches.

5. **Challenging Assumptions and Promoting Understanding:** student discussion centered around challenging stereotypes, promoting authenticity, and creating a sense of belonging for all students. They emphasized recognizing individuality, addressing biases, and fostering connections through understanding and empathy.

Black Student Union (BSU)

1. **Personal Growth and Empowerment:** students desire personal growth, academic achievement, and overcoming challenges. They emphasize the importance of self-awareness, mental health, and embracing a positive mindset.

2. **Inclusivity and Representation:** students highlight the need for a more inclusive and engaging school environment where everyone feels heard, connected, and represented. They advocate for diverse representation, student-led initiatives, and activities that promote cultural inclusivity.

3. **Time Management and Academic Improvement:** several students mention struggles with procrastination and the desire to improve their time management skills. They express the need for

4. support from teachers and coaches to manage their time and enhance their academic performance effectively.

5. **Communication and Expression:** students emphasize the importance of effective communication within the school community. They encourage open dialogue, sharing diverse perspectives, and embracing individuality to create a supportive and inclusive atmosphere.

6. **Cultural Identity and Acceptance:** the feedback reflects the challenges students face in navigating their cultural identities and finding acceptance within their racial communities and among peers. It explores the impact of stereotypes, prejudice, and the need for a more diverse and inclusive educational environment.

Emergent Multilingual (English Learner) Students

1. **Immigrant Experience and the Struggle with Language:** student discussion revolved around their journey as recent immigrants to the U.S. and their endeavor to learn English. It captures their struggles with language barriers and difficulty understanding their teachers and classmates. Additionally, it highlights their persistent efforts to improve, like joining sports, speaking in English whenever possible, and self-correction.

2. **Support and Community**: students' experiences showcase the importance of community support, like the overall welcoming environment of the school. This includes the students' support from their school, friends, and family while adjusting to a new cultural landscape and their desire to contribute to this community.

3. **Self-Expression and Self-Image:** This theme touches on the student's journey of self-discovery and the evolution of their self-image in a new country. They grapple with how others perceive them due to the language barrier and how they perceive themselves, demonstrating a growing awareness of their identity and the need for self-expression.

4. **Extracurricular Activities and Social Integration:** A significant part of the students' narrative revolves around their involvement in various activities like cooking, art, sports, and partying. These activities act as tools for learning English and provide them opportunities to socialize, develop friendships, and integrate more

	deeply into their school community. 5. **Education and Personal Growth:** The students' experiences highlight the broader purpose of education in fostering personal growth. Their narrative outlines the potential of the school environment for holistic development, encompassing academic learning, language skills, social skills, and a platform for understanding and expressing oneself. This theme also underscores the students' proactive approach to seizing these opportunities, reflecting their commitment to learning and personal development.
MTHS Student Focus Groups - ASB Leadership class, Black Student Union (BSU), Gay Straight Alliance (GSA), Newly Arrived Students	**ASB Leadership Class** 1. **Personal growth and development:** students focused on the importance of personal growth and development for students and how positive role models and mentors can help guide them toward their goals. 2. **Inclusive school community:** students highlighted the significance of creating a welcoming and inclusive school community where all students can participate in activities and feel a sense of belonging. 3. **Academic pressure and integrity:** students discussed the challenges faced by students in meeting academic expectations and the importance of promoting genuine learning and understanding of the material while maintaining academic integrity. 4. **Addressing discrimination and stereotypes:** students emphasized the need to address discrimination and stereotypes in the school environment and foster a respectful and inclusive culture. 5. **Importance of respect and recognition:** students underscored the need for respect, recognition, and fair treatment of all individuals, moving beyond objectification and gender biases and valuing individuals for their abilities, personality, and contributions. **Gay Straight Alliance (GSA)** 1. **Personal Growth and Achievement:** students highlighted the importance of self-improvement and the pride associated with personal achievements. It encompasses academic excellence, forming friendships, improving mental health, setting boundaries, and caring for one's well-being. 2. **Building Connections and Relationships:** students expressed the significance of social interactions and their impact on personal well-being, which is emphasized in this theme. They included the challenges in forming relationships and the satisfaction and joy experienced when successfully establishing meaningful connections with others. 3. **Overcoming Challenges and Setting Goals:** student discussion explored resilience, determination, and the motivation to overcome obstacles in pursuit of personal development. The discussion encompasses overcoming shyness, improving discipline, pursuing physical fitness, developing academic and career aspirations, and striving for personal growth. 4. **Support Systems and Resources:** students emphasized the significance of supportive environments and resources in facilitating personal growth and well-being. It includes the availability of mental health resources, supportive teachers, counselors, clinicians, and psychiatrists and the importance of making these resources more widely known and accessible to all students. 5. **Transition and Adaptation:** students focused on adapting to new circumstances and finding resilience in unfamiliar situations. The discussion encompassed experiences shared by individuals who transferred from a different school, discussing challenges related to starting anew, making new friends, and adjusting to a different environment. They also highlighted the opportunities and positive experiences that can arise from embracing change. **Black Student Union (BSU)** 1. **Inclusivity and Understanding:** students focused on needing a more inclusive environment that fosters understanding and empathy among different racial and ethnic groups. They also highlighted the importance of educators in addressing issues of racism and exclusion. 2. **Academic Persistence and Personal Growth:** students emphasized the value of hard work and sought support to improve academic performance. They also highlighted personal development, including developing social skills and finding

one's place in a community.

3. **Teacher Support and Engagement:** students acknowledged the impact of teacher-student relationships on academic performance and the need for teachers to find engaging teaching methods. They also emphasized the significance of supportive teachers who try to engage students effectively.

4. **Mental Health Support and Awareness:** students addressed the challenges with mental health support and the need for teachers to recognize and accommodate diverse learning styles and levels of ability among students. They also emphasized the importance of awareness and communication about available support services.

5. **Overcoming Adversity and Breaking Stereotypes:** students explored the challenges of overcoming adversity, such as feeling excluded in a small town and breaking stereotypes. They emphasized the importance of staying true to oneself, finding a sense of belonging, and the role of education and awareness to combat cultural ignorance.

Newly Arrived Students

1. **Perception and Personal Identity:** Students often feel misunderstood by their peers, as initial impressions can be misleading. They wish their peers to understand their true personalities, such as their shyness or anxiety, rather than making assumptions based on external appearances or behaviors.

2. **Mental Health and Internal Struggles:** Many students struggle with anxiety and feeling 'spaced out,' highlighting the importance of addressing mental health in high school. The topic also reveals the need for open discussion to combat the stigma associated with these issues.

3. **Community Integration and Social Interaction:** Students find it challenging to create new friendships, especially in competitive environments. They express a need for more structured support and initiatives to ease integration, particularly for new students.

4. **School Engagement and Extracurricular Activities:** There is a noticeable gap in knowledge and involvement in school clubs, sports, and events. Students desire better communication and the promotion of these opportunities to foster a more inclusive school culture.

5. **Cultural and Behavioral Expectations:** Students suggest that the school could improve in teaching and enforcing respect and courtesy among its students, indicating a need for proactive efforts to shape a positive school culture.

Local Bargaining Units	What are ways Madera Unified can improve in meeting this goal?

Madera Unified Teachers' Association (MUTA)	Goal 1 - Provide early support for children and their families before beginning school
	 ● Theme 1: Enhance Early Learning Programs
	    ○ Ensure that early learning programs focus on education rather than solely providing daycare services.
	    ○ Offer pre-K programs at every school site to meet each community's and young children's needs.
	    ○ Provide information to parents about the importance of early learning and available programs.
	 ● Theme 2: Improve School Nutrition
	    ○ Enhance the quality of cafeteria food to provide delicious and nutritious meals that motivate students to attend school.
	    ○ Teach students proper table manners and etiquette to promote a positive dining experience.
	 ● Theme 3: Support Transition to Kindergarten
	    ○ Avoid starting kindergarten in the middle of the school year for students who are late to enroll. Instead, encourage enrollment in preschool or wait until the following year.
	    ○ Ensure adequate support and lower adult-to-child ratios in transitional kindergarten (TK) classes.
	 ● Theme 4: Parent Engagement and Education

- Connect with daycares, early education centers, and local community services to provide parents with information and resources.
- Offer parenting classes and workshops to help parents prepare their children for school and navigate parenting challenges.
- Theme 5: Expand Preschool Availability
  - Increase the availability of high-quality preschool programs for all families, not just those based on income eligibility.
  - Establish playful learning experiences and positive socialization opportunities at every elementary campus.

Goal 2 - Demonstrate equity before equality, providing resources based on student needs
- Theme 1: Addressing achievement gaps
  - There is a need for targeted support and resources to address the achievement gaps within the district.
  - Other suggestions include reducing class sizes, adding staff, and providing enrichment opportunities.
- Theme 2: Building relationships and support
  - Teachers need to be more supportive and focused on building relationships with their students.
  - Providing adequate resources and support, such as better music facilities and additional staff at schools with higher populations.
- Theme 3: Tailoring support based on school size
  - Schools with higher populations should receive more support and resources to meet the needs of their students.
  - Adjust the ratio of teachers to students, providing more space in reading labs and ensuring counselors are not overwhelmed.
- Theme 4: Supporting students with behavioral and social-emotional needs
  - Students at Ripperdan and other schools require more paraeducators, a lead safety officer, and additional counselors to address their challenges.
  - There is a need for more resources and staff to support students with emotional issues and diagnoses.
- Theme 5: Language support for English learners
  - Students who are non-English speakers should receive adequate language instruction and support.
  - Resources and tools for teaching pre-literate children in English and Spanish be made available to secondary schools.

Goal 3 - Provide a high-quality education with aligned curriculum & teaching
- Theme 1: Professional Development and Curriculum
  - Provide professional learning opportunities for teachers to enhance their skills and stay updated with standards.
  - Implement a new math curriculum and focus on writing to improve instructional quality.
  - Urgently address the need for a newer ELA curriculum and ensure timely implementation.
  - Align grade-level reading content to avoid repetition and enhance the variety of texts used.
  - Offer support and training for teachers in the RTI process and interventions.
- Theme 2: Student Support and Individualized Learning
  - Increase tutoring and intervention programs to support students falling behind academically.
  - Provide additional resources for gifted and talented students and define "high-quality education" for advanced learners and students with disabilities.
  - Implement early intervention strategies to address learning struggles and progress and monitor student growth effectively.
  - Improve support for students with behavioral issues and learning disabilities through additional staff training.
  - Ensure equitable opportunities and resources for students regardless of origin, neighborhood, or school.
- Theme 3: Instructional Time and Class Size
  - Allocate more time for instruction and reduce time spent on non-academic activities.

- Address the issue of overtesting students and streamline assessments to reduce exhaustion and promote intrinsic motivation.
- Address the issue of large class sizes and explore options for reducing them to improve individualized attention.
- Theme 4: Collaboration and Accountability
  - Foster collaboration among teachers, including involving DACs and other TSAs directly in classrooms.
  - Define expectations for PLCs and hold teachers accountable for their commitment to collaborative work.
  - Involve administrators in PLCs and support data analysis and instructional improvement.
  - Establish district-wide PLCs for Special Day Classes (SDC) to promote collaboration and sharing of best practices.
- Theme 5: Curriculum Evaluation and Improvement
  - Regularly evaluate the alignment of curriculum and assessments and make necessary changes.
  - Provide teachers with opportunities to contribute to curriculum decisions and ensure a comprehensive and standardized curriculum across all elementary levels.
  - Explore evidence-based reading and math interventions, starting interventions early and implementing accurate progress monitoring tools.
  - Engage students through thematic teaching, project-based learning, and ready-to-teach, engaging units of study.
  - Address the issue of overcrowded campuses and create a sense of ownership for students in their education.

Goal 4 - Recruit and retain highly qualified staff
- Theme 1: Provide Ongoing Training
  - Offer continuous learning and training opportunities for teachers, including digital curriculum training, best practices for teaching core subjects, and annual training on new tools and resources.
- Theme 2: Enhance School Safety Measures
  - Consider implementing security measures such as card lock entrances and bulletproof glass on office entrances to improve school safety and prevent unauthorized access.
- Theme 3: Support New and Veteran Teachers
  - Offer more one-on-one guidance and mentoring for beginning teachers.
  - Provide support and resources for experienced teachers needing assistance or mentorship.
- Theme 4: Address Behavioral and Emotional Issues
  - Develop strategies and resources to address the increasing number of students with severe emotional and behavioral issues.
  - Ensure a safe and inclusive learning environment for all students.
- Theme 5: Improve Support for New and Experienced Teachers
  - Extend mentorship programs to teachers new to the district but not new to teaching.
  - Provide support and guidance to teachers struggling or not meeting expectations.

Goal 5 - Incentives & supports for employees to continuously improve performance
- Theme 1: Enhance Discipline Procedures
  - Explore more effective discipline procedures to address student misbehavior and create a conducive learning environment.
  - Provide teachers with training and resources to effectively manage classroom discipline.
- Theme 2: Professional Development Opportunities
  - Offer professional development opportunities during summer breaks rather than during the school year, allowing teachers to focus on learning without additional workload.
- Theme 3: Clear Understanding of Curriculum
  - Ensure that teachers have a complete understanding of the curriculum before the start of the school year, providing comprehensive training and support.

- Theme 4: Career Ladder
  - Establish a career ladder system that allows teachers to advance in their careers while continuing to teach in the classroom.
  - Distinguished teachers can serve as mentors or coaches for other teachers and open their classrooms for observation and learning.
- Theme 5: Improved Teacher Appreciation
  - Enhance recognition and appreciation efforts during Teacher Appreciation Week, acknowledging the hard work and dedication of teachers who often feel burnt out by this time of the year.

Goal 6 - Operational Services
- Theme 1: Communication
  - It's important for the district to improve communication with staff, teachers, and parents. Clear and concise communication can help address misunderstandings and ensure everyone is on the same page.
- Theme 2: Infrastructure and Facilities
  - Adequate infrastructure, such as security fences, solar panels, and classroom space, is crucial for the smooth functioning of schools.
  - Regular maintenance and upkeep of facilities, including playgrounds, water fountains, and phone lines, are necessary for the well-being of students and staff.
  - Prioritizing these areas can contribute to a positive learning environment.
- Theme 3: Streamlining Administration
  - Streamlining administrative roles and responsibilities can help reduce redundancy and ensure efficient decision-making processes.
  - Evaluating the necessity of certain positions and their impact on student learning may be worthwhile.
- Theme 4: Student Safety
  - Addressing safety concerns, such as behavior issues on buses or at specific school sites, is crucial.
  - Implementing appropriate measures to ensure student safety should be a priority.
- Theme 5: Resource Allocation
  - Evaluating the allocation of resources, such as funding and personnel, can help address the specific needs of schools and ensure equitable support across the district.

California School Employees Association (CSEA) Feedback Survey	Goal 1 - Provide early supports for children and their families before beginning school
	- Theme 1: Individualized Approach to Children
	  - Emphasizing the importance of training staff to interact with children as individuals due to their unique backgrounds and needs.
	  - Some express concern about the TK program being offered only at specific schools and suggest expanding it to all DLI (Dual Language Immersion) schools.
	- Theme 2: Staffing and Personnel
	  - Highlighting the need to hire good staff who represent the school positively and are willing to let go of underperforming staff members.
	  - Suggestions to have regular visits from district office personnel to different departments.
	- Theme 3: Parental Engagement and Communication
	  - Requesting a central location where parents can visit during specified hours.
	  - A desire for easier access and communication with the appropriate personnel in MUSD.
	  - Encouraging additional events and activities to promote registration and increase parent involvement.
	  - Suggestions to improve communication through newsletters, notices on ParentSquare, mail, or text messages.
	  - Making families aware of the holistic services and resources available.
	- Theme 4: Community Awareness and Engagement
	  - Encouraging MUSD to increase awareness of services, such as holistic care and Camarena clinics, through posters, communication, and

information dissemination.
- ○ Suggestions to open more sites and provide preschool in every elementary school.
- ○ Advocating for the involvement of parents, families, and staff in school activities and programs.
- ● Theme 5: Resource Allocation and Support
  - ○ Requesting additional resources and support for teachers, including permanent aides and paras in TK and Kinder classes.
  - ○ Providing more training for staff and families.
  - ○ Supporting programs like Children In Youth In Transition (CIYIT) and access to educational and social-emotional resources.

Goal 2 - Demonstrate equity before equality, providing resources based on student needs
- ● Theme 1: Support and resources
  - ○ Increase support in the Special Education program.
  - ○ Provide more assistance to students who want to advance in their high school pathway.
  - ○ Ensure equal access to resources and support for all students.
  - ○ Hire more paraprofessionals and teachers to avoid overcrowding and improve student-teacher interaction.
  - ○ Remove barriers to students receiving additional support when needed.
- ● Theme 2: Communication and accountability
  - ○ Train staff in proper etiquette and hold them accountable for negative behavior.
  - ○ Improve communication between staff, students, and families.
  - ○ Enhance responsiveness to parent inquiries and requests.
  - ○ Improve coordination and follow-up regarding student needs and assessment processes.
- ● Theme 3: Equity and fairness
  - ○ Address bias and promote objective decision-making.
  - ○ Strive for equality and fairness across the board.
  - ○ Hold students accountable for their behavior while providing appropriate support.
  - ○ Ensure staff well-being and safety in dealing with challenging students.
- ● Theme 4: Community engagement
  - ○ Increase engagement with students and families.
  - ○ Provide more activities and clubs for parent and student participation.
  - ○ Foster cultural understanding through monthly cultural clubs and education.
- ● Theme 5: Staffing and training
  - ○ Hire more qualified staff across different roles and departments.
  - ○ Provide ongoing training and professional development opportunities.
  - ○ Increase staffing in the Special Education department.
  - ○ Assign dedicated staff to work closely with students and identify their needs.

Goal 3 - Provide a high-quality education with aligned curriculum & teaching
- ● Theme 1: Curriculum and Instruction
  - ○ Evaluate and update curricula to ensure they meet the needs of students.
  - ○ Address concerns about the pace and differentiation of instruction.
  - ○ Provide access to technology and promote digital literacy.
- ● Theme 2: Support and Resources
  - ○ Increase support for struggling students and provide intervention programs.
  - ○ Address the needs of special education students.
  - ○ Offer more training and professional development opportunities for teachers and staff.
- ● Theme 3: Communication and Collaboration
  - ○ Improve communication between school staff, counselors, and families.
  - ○ Enhance collaboration between teachers and administration through Professional Learning Communities (PLCs).
- ● Theme 4: Accountability and Discipline
  - ○ Hold students accountable for their behavior and enforce discipline

consistently.
- Address disruptive behavior and consider alternative educational options, such as continuation schools.
- Theme 5: Equity and Fairness
  - Ensure equal access to resources and opportunities for all students.
  - Provide equal standards and expectations across classes and grade levels.
  - Recognize and support classified staff in addition to teachers.

Goal 4 - Recruit and retain highly qualified staff
- Theme 1: Support for Educators
  - Improve support for teachers in handling classroom management, social/emotional issues, and student behavior.
  - Provide mentoring programs and ongoing support for new teachers.
  - Offer consistent training and professional development opportunities for teachers and classified staff.
- Theme 2: Communication and Collaboration
  - Enhance communication and coordination among departments and staff members.
  - Ensure clear and consistent expectations are communicated to teachers and staff.
  - Seek input from students and parents regarding teacher performance.
- Theme 3: Compensation and Job Satisfaction
  - Increase wages for classified staff and provide fair compensation for the level of work they perform.
  - Address staff burnout and work-life balance concerns.
  - Recognize the value of experience and provide opportunities for career growth and development.
- Theme 4: Hiring and Retention
  - Hire fully credentialed teachers and provide ongoing training for all new classified staff.
  - Improve recruitment and retention strategies to attract and retain skilled employees.
  - Address high turnover rates and provide opportunities for advancement.
- Theme 5: Equity and Resources
  - Ensure equity in training opportunities for all staff, including classified employees.
  - Provide bilingual support and resources for those who need it.
  - Allocate sufficient resources and staffing to meet the growing demands of the district.

Goal 5 - Incentives & supports for employees to continuously improve performance
- Theme 1: Employee Development and Recognition
  - Provide training opportunities and support for employees to reach their goals.
  - Offer outside district training programs for professional growth.
  - Recognize and appreciate employees who go above and beyond in their work.
- Theme 2: Compensation and Hours
  - Increase pay and offer more hours to classified staff beyond 3.5 hours per day.
  - Ensure timely hiring processes to avoid delays in filling positions and maintaining staff continuity.
- Theme 3: Incentives and Support
  - Implement incentives for staff to work harder and excel in their roles.
  - Provide support and resources to help staff develop their skills and advance in their careers.
- Theme 4: Equity and Opportunities
  - Ensure that professional development programs cater to staff without degrees and provide opportunities for their growth.
  - Expand opportunities for higher education beyond teaching credentials.
- Theme 5: Accountability and Feedback

	○ Obtain feedback from teachers and administrators to improve the district's practices.
	○ Hold staff accountable and address concerns promptly to maintain a positive work culture.
	
	Goal 6 - Operational Services
	● Theme 1: Explore New Resources
	  ○ Dive into other resources to bring innovative ideas and best practices to Madera Unified School District.
	  ○ Provide access to educational subscriptions and tools commonly used by school sites to enhance student learning.
	● Theme 2: Personal Engagement
	  ○ Encourage district management to meet and get to know employees personally to foster stronger relationships and understanding.
	● Theme 3: Standardized Policies and Procedures
	  ○ Have department heads create and implement standardized policies and procedures to ensure consistent guidance and streamlined processes across the district.
	  ○ Develop and align department procedures and SOPs to improve organizational efficiency.
	● Theme 4: Parental Involvement and Accountability
	  ○ Encourage greater parental involvement in their children's education and hold parents accountable for their children's actions.
	  ○ Establish contracts or agreements with parents to seek their support and engagement in their children's education.
	● Theme 5: Continuous Improvement and Training
	  ○ Stay informed about new technological advancements and explore their potential application in the district.
	  ○ Provide ongoing training and professional development opportunities for staff at all levels to enhance their skills and stay updated.

Certificated Management Bargaining Association (CMBA) - Feedback Survey	Goal 1 - Provide early supports for children and their families before beginning school
	● Theme 1: Support for Early Learning and Inclusion
	  ○ A need for behavior supports and language supports for early learning, including support for English Language Learners (ELLs) identified in universal TK.
	  ○ Expanding inclusion preschool programs and para hours ensures adequate training for adults implementing inclusive practices.
	● Theme 2: Access and Expansion of Preschool Programs
	  ○ More sites offering full-day preschool programs and expanding the Parent Resource Centers (PRCs) throughout the district.
	  ○ Vertical articulation between Preschool, TK, and Kinder, including expanding Special Education (Sped) Preschool and TK, as well as Dual Language Immersion (DLI) TK programs.
	● Theme 3: Play-based Learning and Curriculum
	  ○ Providing play-based learning and standards-aligned curricula, along with age-appropriate music and art instruction.
	  ○ Additional parent training in technology and social-emotional learning (SEL), along with the addition of designated DH (Director of Humanities) positions in preschool opportunities.
	● Theme 4: Support and Training for Early Childhood Educators
	  ○ Implementing a K and 1st-grade screener for dyslexia, along with partnerships and funding for preschool and TK teacher certification.
	  ○ Scaffolding support needs for site leaders overseeing early childhood education and providing preschool teachers DAC (District Advisory Committee) or TSM (Teacher Support and Mentoring) support.
	● Theme 5: Resources for Teachers and Staff
	  ○ Establishing Parent Resource Centers (PRCs) at every site, enhancing hiring practices for highly qualified teachers, and implementing a residency program for growing their own teachers.

   ○ Providing child care for staff and teachers, along with state preschool programs at each site and TK professional development to support play-based learning.

Goal 2 - Demonstrate equity before equality, providing resources based on student needs
- Theme 1: Expanded Opportunities and Supports for Students
  - Include a yearly parent meeting and expand the high school day to include seven periods so all students have room for a chosen elective.
  - More support for middle school students regarding mental/academic support and opportunities for exposure to trade schools, universities, and community colleges.
- Theme 2: Inclusive and Equitable Education
  - Change wording from "SWD" to "SWD" to promote inclusivity and person-first language.
  - Focus on students of color to improve postsecondary outcomes and increase funding for targeted clubs and advisor stipends.
- Theme 3: Enhanced Support for English Language Learners (ELLs)
  - Provide additional support (e.g., para) for ELLs, as well as increased newcomer supports at all levels.
  - Intentionally plan and implement learning nights for parents to better understand and support their children's learning.
- Theme 4: Strengthening Instructional Strategies and Staff Capacity
  - Promote a deeper understanding of the Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL) system and its implementation.
  - Supplemental staffing to support classroom instruction and meet the needs of teachers, students, and classrooms.
- Theme 5: Specialized Programs and Interventions
  - Establish a success academy as an alternate school site to provide short-term intensive wrap-around services and student transitional planning.
  - Implement specialized programs such as a newcomer curriculum in elementary schools, paraprofessionals in 1st grade, Response to Intervention (RTI) for Dual Language Instruction (DLI), and expansion of K-2 intervention.

Goal 3 - Provide a high-quality education with aligned curriculum & teaching
- Theme 1: Professional Development and Support
  - Site coaches or additional admin support to enhance instructional leadership
  - District-wide professional learning and collaboration opportunities for administrators
- Theme 2: Curriculum and Instruction
  - Differentiated or scaffolded Measures of Student Learning to address site-specific needs
  - Developing a scope and sequence for all content areas
- Theme 3: Student Support and Alternative Education
  - Funding or alternative scheduling for mini defense (10th grade) and final defense (12th grade)
  - Identifying and selecting best practices in tier 2 instruction to provide classroom support
- Theme 4: Collaboration and Partnerships
  - Collaboration between sites and building consistent Common Student Assessments district-wide
  - Direct partnership with Solution Tree for all sites
- Theme 5: Equity and Culturally Responsive Education
  - Ensuring curriculum is culturally responsive through the lens of EL Roadmap
  - Consideration of culturally responsive curricula beyond the West Ed Report

Goal 4 - Recruit and retain highly qualified staff

	● Theme 1: Professional Development (PD) and Support 　○ PD for Paraprofessionals 　○ Support for new credentialed teachers and those with some experience ● Theme 2: Facilities and Physical Space 　○ Better, updated facilities (Parking, Marquee, Staff Restrooms) 　○ Appropriate workspace for all, demonstrating value ● Theme 3: Teacher Feedback and Evaluation 　○ Feedback process for TSM/DACs related to site or teacher experience 　○ Teachers providing feedback on their mentors 　○ Admin providing feedback when appropriate ● Theme 4: Coaching and Mentoring 　○ Measurement for identifying high-quality coaching and mentoring 　○ Supplemental coaching support for veteran/tenured/experienced teachers who need tier 2 support ● Theme 5: Standard Operating Procedures (SOPs) and Systems Support 　○ Develop SOPs for supporting staff (e.g., Counselors, Components of a high-quality lesson, Classified jobs) 　○ Develop a system to support all staff (New and Veteran) Goal 5 - Incentives & supports for employees to continuously improve performance ● Theme 1: Feedback and Performance Improvement 　○ Need for timely and ongoing feedback collection tools. 　○ Emphasize the importance of continuous performance improvement. ● Theme 2: Facilities and Workspace: 　○ Desire for better facilities and appropriate workspaces. 　○ Recognizing the impact of the physical environment on productivity and well-being ("Look good, Feel good"). ● Theme 3: Higher Education Opportunities 　○ Advocacy for paid future higher education opportunities for all. 　○ Support for enabling access to further education and professional development. ● Theme 4: Teacher Certification 　○ Support for a national teacher certification program. 　○ Recognition of the value and benefits of a standardized certification process. ● Theme 5: Professional Development (PD) Accessibility and Incentives 　○ Improving accessibility to professional development opportunities for all staff. 　○ Incentivizing self-selected and self-directed professional development.

Feedback from Student Voice Meetings with the Superintendent - Students express the need to help make school a better and safer place for students. They want their voices to be heard so that they can make changes to better their learning environment.

Group	Themes
Student Board Trustee sessions with the Superintendent	● **Access to Food and Resources** 　○ The Challenge of Shortage: Addressing Scarce Food Availability and Small Quantities for Students 　○ Long Lines, Short Time: Improving the Food Consumption Experience for Students 　○ Peer Connection Encouragement: Creating a Supportive Community through the Kingsview Youth Empowerment Program 　○ Care Closets: Ensuring Basic Necessities are Accessible for Students in Need ● **Social and Emotional Support Services** 　○ Student-Teacher Engagement: Fostering Positive Connections for Support

	○ Building Connections: Promoting Comfort with Teachers and Mental Health Support Staff
	○ What's Working and What Could be Improved: Implementing and Expanding Social Emotional Support Services
	○ Support Instead of Punishment: Encouraging Interventions and Evaluations for Special Education Services
	● Campus Resources and Advertisement
	○ Student to Student Engagement: Encouraging Club Recruitment and Activities
	○ Getting the Word Out: Improving Advertisement of Resources and Services through Bulletin Boards and Social Media
	○ From Referral to Access: Streamlining the Referral Form and Appointment Process
	○ Access After School Hours: Creating a Study-Cafe and Extending Library Hours to Provide Tutoring and Homework Help.

Consultation with SELPA:

Approximately 8% of Madera Unified students are considered a student with a disability. During several PAC meetings, discussions, and feedback focused on improving educational opportunities for students with disabilities. Madera Unified plans to hold targeted educational partner engagement sessions to discuss ways to improve student achievement for students with disabilities. The future sessions will include the Special Education Local Plan Area or SELPA. Madera Unified's Director of Special Education services meets periodically with the Madera County SELPA to coordinate services for students and ensure students receive high-quality instruction. The feedback received during the SELPA meetings helps inform action-oriented decisions at the school sites, including staffing levels, accommodations, and other services needed to support students based on their educational plans. On May 17, 2023, Madera Unified met with the Madera County Superintendent of Schools to discuss the LCAP goals and possible changes. During the meeting, the SELPA Director provided positive feedback on the ease of readability of the draft LCAP and requested no material changes to the draft.

Superintendent's Response to the MUSD Parent Advisory Committee Recommendation(s):

Goal	Superintendent's Response to PAC Recommendations Based on Goal Type
Goal 1 - Provide early support for children and their families before beginning school	The district plans to work closely with school sites to ensure that school site needs are being met, but it will be important to ground our allocation of resources based on the needs of individual sites. It is fair to say that no one site has the same needs.
Goal 2 - Demonstrate equity before equality, providing resources based on student needs	WE BELIEVE. Additionally, the district will reinitiate and allocate funds for all eighteen elementary schools to restart the Advanced Learners Academy. This program will be held after school and run through the After School Program.
Goal 3 - Provide a high-quality education with an aligned curriculum & teaching	The district will initiate the course development process of a Financial Literacy course of study for grades k-12. The 2023-24 school year will be a planning period with the intent to implement it in the 2024-25 school year.
Goal 4 - Recruit and retain highly qualified staff	The district plans to work closely with school sites to ensure that school site needs are being met, but it will be important to ground our allocation of

	resources based on the needs of individual sites. It is fair to say that no one site has the same needs.
Goal 5 - Incentives & support for employees to continuously improve performance	Madera Unified will continue to make significant investments in the Student Champion course training for employees in MUSD. There is a plan to train each new employee in the district annually and facilitated through MUSD Human Resources Department.

Superintendent's Response to the MUSD District English Learner Advisory Committee Recommendation(s):

Goal	Superintendent's Response to DELAC Recommendations Based on Goal Type
Goal 1 - Provide early supports for children and their families before beginning school	We will expand communication efforts from the district throughout the community by using other communication resources to reach more parents who cannot access technology. The district will work to expand the outlets by which important information is made available to parents and community educational partners.
Goal 2 - Demonstrate equity before equality, providing resources based on student needs	We will expand educational services to the newcomer's students. These services will include clearly defined resources for Newcomer students and their families.
Goal 3 - Provide a high-quality education with aligned curriculum & teaching	Our district will continue to invest significantly into well-rounded and aligned educational offerings and curricula for students across the district. This work starts with ensuring that English learner students are provided the same opportunities as English-only students. Historically, middle school students were limited to a 6-period schedule. Therefore, English learner students were not afforded the opportunity to take a highly engaging elective. Beginning the 2022-23 school year, Madera Unified successfully negotiated a 7-period schedule for middle school students across the district. The new schedule allows our English Learner students to take an elective course besides their ELD course. Our district will continue to work with our labor partners to create a 7-period day schedule at the high school level as well.
Goal 4 - Recruit and retain highly qualified staff	Our district has invested significantly in high-quality professional development for employees. All Principals, Vice Principals, and several district office leaders have been receiving training from our professional partners from ISET. ISET is a consultant group working closely with the Multilingual Educational Program Department and the Curriculum, Instruction, and Assessment Departments. MUSD will enter into year two with our ISET partners to continue the training and support the implementation of the EL Roadmap.
Goal 5 - Incentives & support for employees to continuously improve performance	Madera Unified will continue to make significant investments in the opportunities to recognize and reward the teachers who have the most success with English learner students.

A description of the aspects of the LCAP influenced by specific input from educational partners.

Based on the feedback from educational partners, Madera Unified plans to make strategic investments in the following areas:

Recommendation by:	LCAP Goal	New LCAP Action	Page #
DELAC	#2	#23 - Newcomer Program and Services for students and families.	Pg. 66
District Administration	#2	#24 - Acquire facilities and develop programs to expand Expanded Learning Opportunities	Pg. 66
Director of College and Career Readiness	#2	#25 - Expand the metrics to monitor and improve the student success of meeting the College and Career Readiness Indicator (CCI)	Pg. 66
District Administration	#2	#26 - Expansion of Migrant Education opportunities for Migrant students.	Pg. 66
DELAC	#3	#11 - Professional Learning and support for staff working directly with Newcomer students in grades TK-12	Pg. 77
PAC	#3	#12 - Implementation of Advanced Learner Academy at all Elementary Schools.	Pg. 78
PAC	#4	#7 - Additional support staff based on the socio-emotional/behavioral/academic/attendance needs by site to create and sustain emotionally and physically safe learning spaces for all students and their families.	Pg. 87

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.

An explanation of why the LEA has developed this goal.

We developed this goal through the District System Design Partnership process facilitated by the National Center on Education and the Economy (NCEE). Please read the excerpt below from the NCEE document titled *9 Building Blocks for a World Class Educational System.*

"Countries in which young children who come to school healthy, eager to learn and ready to profit from the instruction tend to be countries in which those children do well in school."

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 = Emergent multilingual 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: 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 = Emergent multilingual 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: 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 - 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		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 - 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 a total of 2,093 unduplicated participant parents.		1,800 parents
Parent Input in Decision Making Data Source: California Dashboard Rubric	Full Implementation in 2019/2020	Full Implementation	Full Implementation		Full Implementat-ion
Preschool Data Source: Student Information System	272 students enrolled 2020-21	376 Students enrolled 2021-2022	460 Students enrolled in 2022-2023		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		Outcome will be set after 2021-2022 school year *Social and Emotional Development - 80%, Language and Literacy Development - 80%, CognitionL Math - 80%*

Actions

Action #	Title	Description	Total Funds	Contributing
1	Partner with community agencies and promote early childhood development classes at our Parent Resource Centers	Partner with community agencies such as Cal-Safe, State Preschools, Madera County Superintendent of Schools Early Education Program, Migrant Preschool Program, Local Childcare and Development Planning Council, Community Action Partnership of Madera County and other organizations to expand access to high-quality preschool programs for future Madera Unified students.	$1,777,121	N
2	Implementation of Full Day Preschool at La Vina Elementary School	License La Vina State Preschool to provide fifteen full-day/full-year slots for three and four-year-old children whose families meet the state income guidelines.	$88,783 $122,975	Y N
3	Recruit and retain highly qualified early childhood education teachers	Conduct a study to compare MUSD compensation (salary) for similarly qualified early childhood education teachers in other districts. If a discrepancy is indicated, work with MUTA and the district to make salary adjustments to allow MUSD to recruit and retain highly qualified early childhood teachers.	$1,219,765	N
4	Provide play-based learning and standards-aligned curricula	Utilize Frog Street curriculum in MUSD programs serving children 0-5 years old. Frog Street is a comprehensive, research-based curriculum that integrates instruction across developmental domains and early learning disciplines; and aligns with the California Foundations and Curriculum Frameworks.	$196,525	N
5	Maintain Full Day instructional minutes for Kindergarten students	Increase instructional minutes for kindergarten students to allow students to receive a full day of instruction.	$4,631,678	Y
6	Set aside time weekly for teachers collaboration time	Preschool teachers will be provided with the option to take part in weekly collaborative sessions paid on timesheets	$26,269	N
7	Build a Madera "Lighthouse For Children"	Madera Unified will begin the planning phase to develop a Madera Lighthouse for Children. The Madera Lighthouse will be the home of programs, services, and training opportunities supporting young children and their families.	$0	N
8	Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local	Madera Unified will develop and maintain high-quality communications targeting Spanish-speaking parents in the community with preschool-aged children. Communication and marketing will be used	$8,100	N

	Community targeting Spanish-speaking community	to promote the preschool programming offered to families in the community.		
9	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning development	Use the Unite Us platform to make electronic referrals to connect students and families to resources in the community. Continue to support comprehensive and collaborative PRCs to meet the needs of families through various educational and leadership workshops.	$797,951	Y
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.	Provide informative and hands-on Parent Portal/Parent Square Workshops for new MUSD families and families with children TK-1st to help them understand the importance of and how to navigate the district's main channels of communication.	$402,019	Y
11	Universal Transitional Kindergarten (TK) expansion	The district will Invest $28,000 in each TK classroom to meet ECERS Early Childhood Environment Rating Scale compliance. A TK Teacher Professional Development learning plan has been developed and implemented. Topics include but are not limited to California Preschool Learning Foundations, California Preschool Curriculum Framework, Desired Results Developmental Profile Assessment Tools, Classroom Assessment Scoring System, The Center on the Social and Emotional Foundations for Early Learning, Ages and Stages Questionnaire, and Ages and Stages: Social Emotional. 15 additional TK Paraprofessionals, Early Childhood Learning Specialists, and Early Childhood Education Teaching Specialists will be and/or have been hired. Additional Facilities services and operations, community engagement and partnerships, workforce recruitment, and C&I and Assessment considerations are planned for proper expansion.	$1,183,910 $826,303	Y N
12	Expansion of California State Preschool Programs	Hire and train to meet staffing required to meet the preschool licensing requirements, and facility upgrades will be necessary. Additional administrator training has been developed and is being implemented. Additionally, fourteen Preschool Aides will be hired, and two CalSAFE Aides will have increased hours from four to six.	$80,000	N

Goal Analysis for 2022-2023

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.

Action 7 - Build a Madera "Lighthouse For Children"
Although Madera Unified believes strongly in Early Childhood Education, at this time building a new Early Childhood Education facility is not possible. This action was to plan a new facility, but this project is currently on hold, therefore this action is not actionable.

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.

Action 1 - Partner with community agencies and promote early childhood development classes at our Parent Resource Centers
$700,000 more was expended than planned due to the licensing of all 14 schools instead of just Eastin-Arcola as originally planned in Action 2.

Action 3 - Recruit and retain highly qualified early childhood education teachers
$460,000 less was expended than planned due to budgeted vacancies that were budgeted higher than the actual new teacher's salaries.

Action 9 - Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning development
$260,000 less was expended due to an over budgeting of extra time and the CASA (Court Appointed Special Advocates) contract was lower than expected.

Action 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
$90,000 less was expended than planned as there were various vacancies in the Parent Resources Centers that were filled later in the year than was planned.

Action 11 - Universal Transitional Kindergarten (TK) expansion
$230,000 more was expended than planned due to the new furniture, equipment and materials that were purchased for the new TK classrooms.

Action 12 - Expansion of California State Preschool Programs
$81,000 less was expended than planned due to the Child Development: ARP California State Preschool Program One-time Stipend was budgeted to supplement the preschool program. Funds not spent will carryover to 2023-24

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

Action 1 - Partner with community agencies and promote early childhood development classes at our Parent Resource Centers

Effectiveness of Action: Effective
Student outcomes improve with family involvement. Parents who attend parenting workshops tend to be more involved in their child's classroom and education.

Action 2 - Implementation of Full Day Preschool at La Vina Elementary School
Effectiveness of Action: Effective
The enrollment event successfully met our goal of fully enrolling the fifteen La Vina State Preschool slots. We also included our part-day preschool classrooms in the enrollment event.

Action 3 - Recruit and retain highly qualified early childhood education teachers
Effectiveness of Action: Effective
By comparing MUSD State Preschool to other districts throughout the valley, we determined that the salaries currently being utilized in our district are competitive with other districts.

Action 4 - Provide play-based learning and standards-aligned curricula.
Effectiveness of Action: Effective
CSPP and TK grouped together. Twig science curriculum has been implemented at the TK level, and teachers were trained.

Action 5 - Increase instructional minutes for Kindergarten students
Effectiveness of Action: Effective
To ensure that all Kindergarten students have access to the same high-quality programs offered in other primary grades, it is important that kindergarten remain full day.

Action 6 - Set aside time weekly for teachers collaboration time
Effectiveness of Action: Effective
The weekly collaboration for State Preschool teachers was highly effective as it provided a weekly opportunity for teachers to collaborate.

Action 7 - Build a Madera "Lighthouse For Children"
Effectiveness of Action: N/A
This action was eliminated for consideration last year.

Action 8 - Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting the Spanish-speaking community
Effectiveness of Action: Effective
The current actions were very effective.The communications department will look for new ways to promote district programs, including targeted social media campaigns.

Action 9 - Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning development
Effectiveness of Action: N/A
Unite Us will be explored and piloted in the 23-24 school year. Unite Us is a relatively new platform in Madera County, they were gaining momentum and it appeared that many agencies were joining the network team. However, for unknown reasons, the platform has not attracted as many agencies to join their platform, so we chose to wait on piloting the platform to see if it will turn out to be an efficient electronic referral network in the city of Madera. Meanwhile, the MUSD Call Center has been pushed to our MUSD families as a resource for connecting to not just internal resources but also community resources to satisfy fundamental requirements such as healthcare, food security, and more.

Action 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
Effectiveness of Action: Effective

A series of Parent Champion Videos was developed to better inform our parents. A chapter on how to effectively communicate with their child's school site staff as well as how to navigate Parent Square, which is the most effective way to communicate with their child's teacher. The video series was launched as part of a district-wide promotion, allowing hundreds of parents to view and become aware of the video series. In addition, Computer Literacy Classes and Technical Support for parents were made available at all 10 Parent Resource Centers in the last school year. The classes and technical support are intended for parents to know how to navigate Parent Square and use the text feature to text and communicate with their child's teacher in the most convenient and effective way possible.

Action 11 - Universal Transitional Kindergarten (TK) expansion
Effectiveness of Action: Effective
A total of 15 Transitional Kindergarten classrooms were fully furnished with age and developmentally appropriate furniture and classroom materials. Also, every classroom was staffed with a Certificated TK teacher and one fulltime TK paraprofessional.

Action 12 - Expansion of California State Preschool Programs
Effectiveness of Action: Effective
MUSD has 14 fully licensed and staffed California State PreSchool Classrooms. All of our classrooms were certified and licensed for the 2022-23 school year. Additionally, each classroom was fully furnished and staffed with highly qualified staff and support staff.

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.

Action 11 - Universal Transitional Kindergarten (TK) expansion
In an effort to meet state deadlines for Universal TK, Madera Unified School District is allocating additional funds to hire staff (teachers and support staff), implement professional development, and increase the number of TK classrooms (this includes furniture and instructional resources) districtwide.

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.

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.

We developed this goal through the District System Design Partnership process facilitated by the National Center on Education and the Economy (NCEE). Please read the excerpt below from the NCEE document titled *9 Building Blocks for a World Class Educational System.*

"Top-performing countries have made explicit decisions to create systems in which all students are educated to standards formerly reserved only for their elites

Policymakers in these countries know that if less-advantaged students are going to achieve at league-leading levels, they will have to have access to more resources than students who come to school with greater advantages."

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
Suspension Rate (EL = Emergent multilingual 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: 4.5% EL: 4.5% FY: 4.5% HY: 4.5% SWD: 4.5%
Expulsion Rate (EL = Emergent multilingual 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: 0.10% 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 - 60%, School Belonging - 50%, School Climate - 50%, School Engagement - 35% |

Actions

Action #	Title	Description	Total Funds	Contributing
1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	Develop a professional development plan to support literacy development, using student performance data, effective teaching practices, and literacy curriculum for all school leaders. Support and monitor professional learning and ongoing job-embedded support, teachers must provide strong literacy instruction for all students. Establish peer observation cycles to share best practices. Eliminate Early Out in TK-8th Grades to provide teachers additional preparation and planning time daily. 9% of the teachers salary.	$6,221,384	Y
2	Develop an Inclusive and Equitable Culture	Fully support and implement the Student Bill of Rights.	$700,636	Y
3	Develop systems to pair teachers based on student needs	Develop criteria to identify highly effective teachers Place identified teachers with students based on their educational needs	$20,000	Y
4	Maintain and Increase Expanded Learning Opportunities for Students	Fully implement Expanded Learning Opportunities Program (ELOP) plan. Please visit this website for more information on the Expanded Learning Opportunities Grant.	$9,206,533	N

5	Implementation of Site Specific Intervention Resources using Title I funds	Implementation of Title 1 site budget	$3,842,624	N
6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	Implement 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. Provide 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 Research effective instructional models and programs. Implementation of an English Learner Task Force Intensive PD in content and structure of the ELPAC The budgeted funds will be used to provide employees with professional development.	$125,626 $881,428	Y N
7	Maintain and Expand Educational Services to Special Education Students	Increase services for special education students. Our Special Ed population is approx. 89% Free and Reduced, and the EL percentage is 34%. Supplemental & Concentration funds support the Special Education program and have increased and improved services to this population. Hire additional Speech teachers to provide improved student services based on their needs. Teachers receive necessary professional development and support. Improve coordination between the special education teacher and general education teacher. Increase the number of students with disabilities educated in the least restrictive environment.	$34,215,993	N

		Improve performance level of students with disabilities in English Language Arts and Mathematics CAASPP scores by increasing overall performance level points and reducing the distance (points below standard) to meet grade level standard expectations. Parents with children receiving special education services are given opportunities to provide feedback on ways to improve educational outcomes for students through different meeting sessions such as IEP and Student Study Team meetings.		
8	Continue reducing the average class size in 4th Grade to a 30:1 ratio.	The maximum class size ratio for 4th is 38:1. The district is committed when possible to reduce the class size in 4th grade to the ratio of 30:1	$1,419,370	Y
9	Maintain and Expand Interpretation and Translation Services	Hire and maintain translators to provide support to families across the district	$728,290	Y
10	Increase the number of paraprofessionals to support students	Hire and maintain paraprofessionals to provide support to students and teachers across the district	$4,382,985	Y
11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	Continue to work collaboratively and consistently with identified educational partners so that we continue to implement the English Learner Master plan with fidelity. Link to plan - https://www.madera.k12.ca.us/domain/1395 Budget will be used to implement the Dual Immersion Program.	$1,178,647	Y
12	Begin developing a new elementary school to reduce school sizes and caseload sizes for roles such as counselors, attendance secretaries, and other support roles.	Architect fees and planning cost for new K-8 school. Purchase land for second new K-8 school	$2,500,000	N

13	Increase both instructional and planning time for teachers	Increase both instructional and planning time for teachers to provide differentiated instruction to students with the highest needs. Elementary students will receive approximately 180 instructional minutes weekly with a high-quality teacher. Furthermore, teachers will receive increased preparation and planning time at the elementary level through coordination with the enrichment teachers. 14% of TK to 6th-grade teachers' time has been used to calculate the instructional-minute increase.	$8,004,445	Y
14	Development and implementation workshops to inform Parents to successfully understand MUSD Programs	Parents will receive workshops and support at Madera Unified's Parent Resource Centers to educate parents on several critical areas such as the reclassification process, guaranteed and viable curriculum, school site council, English language advisory committee and the graduate profile to name a few items. Inform Parents to successfully understand MUSD programs, activities, and opportunities to participate in curricular and budgetary decision-making meetings.	$12,000	Y
15	Support parents of K-6th emergent Multilingual (English Learners) students in getting reclassified by 6th grade.	Widely promote Parent Champion Videos using diverse and equitable delivery techniques.	$125,626	Y
16	Provide Teachers with Additional Pay for Tutoring during extended learning times	After examining the amount of learning loss due to the COVID-19 pandemic, it was clear that the need for certificated tutoring was necessary to mitigate learning loss. Certificated tutor's pay has been increased to $55 an hour to encourage Certificated tutor participation.	$540,000	N
17	Maintain the Attendance Call Center	The Madera Unified Attendance Call Center will facilitate communication between student households and Madera Unified on all matters specific to attendance. Initially, the call center associates will primarily be in charge of outreach for potentially truant student	$0	N

		absences. After tightening the process around truancy, we can see the call center being utilized for outreach and all incoming attendance requests.		
18	Implement and Maintain Cal-Safe program	The California 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.	$728,380	Y
19	California Community School Partnership Program Grant	Program will improve, expand, and enhance MUSD's MTSS framework and build capacity to implement all three PBIS tiers with fidelity across MUSD schools, with the ultimate goals of improving MUSD students' academic and behavioral outcomes as well as the climate and culture of MUSD schools.	$2,297,715	N
20	School Climate Transformation Grant	Program will improve, expand, and enhance MUSD's MTSS framework and build capacity to implement all three PBIS tiers with fidelity across MUSD schools, with the ultimate goals of improving MUSD students' academic and behavioral outcomes as well as the climate and culture of MUSD schools.	$643,396	N
21	School-Based Mental Health Grant	Program will establish a pps-credentialed social-worker intern residency program for all elementary schools to increase the ability to provide Tier 2 and Tier 3 social, emotional, and behavior supports.	$1,262,350	N
22	Provide Transportation services free to all students meeting the eligibility requirements.	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 meeting the eligibility requirements. Students with disabilities will receive transportation services if required in the	$7,108,923	N

		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.		
23	Newcomers Program and Services for students and families	Clearly defined resources for Newcomer students and their families. **Examples of these resources for 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 after-school programs and summer school designed to meet the needs of newcomers. ○　Emphasis on literacy development and early reading skills. ○　English Language Development: at least two periods/day of specialized instruction. **Examples of these resources for families:** ○　Coordination of social services: medical, food bank, enrollment, legal services, employment training, crisis response, housing, etc. ○　Mental health clinical services with trauma-informed practitioners	$587,467	Y
24	Acquire facilities and develop programs using Expanded Learning Opportunities Program	Programs and Facilities and Community Partnerships	$15,000,000	N
25	Expand and Monitor metrics to improve the College and Career Indicator (CCI)	MUSD is committed to improvement on the College and Career Indicator. We will continue to grow and focus our commitments to Career Technical Education Pathway Completion, A-G completion, State Seal of Biliteracy, and Dual Enrollment. We will continue to use industry guidance and advisory committees to plan for new pathways or modify existing CTE pathways.	$536,677	N
26	Expanding learning opportunities for Migrant students	Provide tutoring services and college visits to promote higher education for our Migrant students	$200,842 $362,846	Y N

Goal Analysis for 2022-2023 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.

Action 10 - Increase the number of paraprofessionals to support students (*Implementation Status:* Full Implementation) MUSD hired additional paraprofessionals to support the expansion of Transitional Kindergarten, Kindergarten, and Special Education classrooms. However, the funding source is listed as Expanded Learning Opportunities (ELOP) and it was not ELOP funds that were utilized for this action.

Action 14 - Development and implementation of Parent Champion Workshop series (*Implementation Status:* Full Implementation) Implementation consisted of a series of high quality Parent Champion Videos instead of workshops. Therefore this action was implemented differently than originally expected.

Action 15 - Support parents of K-6th emergent Multilingual (English Learners) students in getting reclassified by 6th grade(*Implementation Status:*Exploration & Research Phase) This action was a challenge to implement as the district found that parents really prefer in-person and paper communication. In order to better inform our parents of our Emergent Multilingual students our Director of Parent and Community Resource will partner closely with the Director of Multilingual Educational Programs to ensure that parents are better able to access the videos and support the further communication with our EL parents.

Action 16 - Provide Teachers with Additional Pay for Tutoring during extended learning times (*Implementation Status:* Full Implementation) Unfortunately the success of this action was dependent upon teacher and student participation. Tutoring opportunities were at the teacher's availability. There were a limited number of teachers who participated, despite the districts attempts to increase participation.

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.

Action 2 - Develop an Inclusive and Equitable Culture
$250,000 less was expended than budgeted due to various Culture and Climate Coaches vacancies going unfilled in the 2022-2023 school year.

Action 4 - Maintain and Increase Expanded Learning Opportunities for Students
$1,700,000 more was expended than budgeted due to the addition of winter and summer camps that were added to the ELOP program to meet the demand of our community.

Action 10 - Increase the number of paraprofessionals to support students
$500,000 more was expended than budgeted as the ELO-G funds became depleted, the paraprofessional positions that were funded by ELO-G were shifted to S&C funds.

Action 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
$700,000 less was expended than budgeted due to construction delays due to rain as well as additional time needed to receive DSA approval.

Action 14 - Development and implementation of Parent Champion Workshop series
$870,000 more was expended than budgeted because the district decided to create a Student Champion Video Series instead of workshops. The additional costs were spent on the outside contracted services to produce the videos and to cover supplemental staff necessary to support the production of the video series. The Student Champion Video series is completed in four different languages to meet the need of our diverse community.

Action 16 - Provide Teachers with Additional Pay for Tutoring during extended learning times.
$800,000 less was expended than budgeted due to not as many students or teachers participating in this additional tutoring opportunity as anticipated.

Action 17 - Maintain the attendance Call Center
$1,200,000 less was expended than budgeted due to 30 office assistant positions being budgeted but only 15 were filled in the 2022-2023 school year.

Action 18 - Implement and Maintain Cal-Safe program
$230,000 less was expended than budgeted due to the Cal-Safe center at Mountain Vista High School due to low attendance.

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

Action 1 - Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences, and background
Effectiveness of Action: Highly Effective
MUSD continues to prioritize relevant teaching and instruction and ensures that all teachers in MUSD receive appropriate time for planning and preparing weekly. Elementary school teachers have 250-300 minutes weekly of non-instructional time, and in Secondary, all teachers receive a 50-minute prep period daily.

Action 2 - Develop an Inclusive and Equitable Culture
Effectiveness of Action: Effective
MUSD is making progress toward this goal in the development and implementation of the Student Bill of Rights. Materials and instructional resources have been provided to each classroom in the district.

Action 3 - Develop systems to pair teachers based on student needs
Effectiveness of Action: Somewhat Effective
The district has seen improvement at Sierra Vista Elementary (identified as school of need) in Reading for students meeting their best targets at 45.66% this year versus 24.68% in the previous year. In math, the Conditional Growth Index improved from -0.16 last year to -0.02 in the current year.

Action 4 - Maintain and Increase Expanded Learning Opportunities for Students
Effectiveness of Action: Effective
Priority 1: Extended Instructional Learning Time. Students were provided access to summer school for grades 1st-12th, including credit recovery, 0 & 7th period for high school students in need. One-on-One tutoring services were provided in the home or small group for students identified as foster, homeless, and SWD.
Priority 2 - Accelerating progress to close learning gaps through implementation, expansion, or enhancement of learning supports. Districtwide implementation of learning supports began and is ongoing. Additional implementation time is needed before evidence of progress can be measured.
Priority 3 - Integrated student support to address other barriers to learning. Additional supports, such as the hiring of Student Advocates and behavioral specialists, have been implemented. Monitoring of student SEL needs indicates progress is being made. Additional implementation time is needed for full progress to be assessed.
Priority 4 - Community Learning Hubs to provide students with access to technology and high-speed internet. Students were provided access to technology and high-speed internet during the After School Program, which occurred outside of school hours, during summer, and during winter intersession.

Priority 5 - Supports credit-deficient students to complete graduation or grade promotion requirements and to improve students' college eligibility. Additional certificated teachers were hired to teach high school credit recovery sections
offered before and after school (0 and 7 period) and Summer School. This helped maintain and continue the high rates of graduation and college eligibility.
Priority 6 - Additional academic services for students. Implementation of additional academic services is ongoing.
Priority 7 - Training for school staff on strategies to engage students and families in addressing students' social and emotional health needs and academic needs. Training of school staff has begun and is ongoing.

Action 5 - Implementation of Site-Specific Intervention Budget
Effectiveness of Action: Effective
Goal #1: Access to Rigorous Academic Programs. Students had access to these programs depending on their needs. Math, Science, ELA, and ELD scores showed no significant growth. Students will still have access to these programs, depending on their needs. These programs need time to be implemented correctly and then show growth in all academic areas.
Goal #2: School Climate and Culture. PBIS programs have grown significantly in all of our school sites. Disciplinary referrals have decreased in severity and frequency.
Goal #3: Parent Participation. Increased participation was evident in all parent meetings, including SSC, ELAC, PAC, Back to School night, and parent-teacher conferences.
Goal #4: Increase access to technology. Students with the greatest academic need have access to technology at school and home.

Action 6 - Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards
Effectiveness of Action: Effective
MUSD continues to support all English Learner students through obtaining English language proficiency and mastery of the core by ensuring that all teachers and administrators are receiving relevant and useful training, coaching, and support.

Action 7 - Maintain and Expand Educational Services to Special Education Students
Effectiveness of Action: Effective
MUSD has 20 full-time Speech-Language Pathologists. All elementary Resource, Special Education Teachers, have professional instruction in the Science of Reading. This training will allow students with disabilities to receive additional instruction that will help improve their reading development, comprehension, and fluency. Professional learning and
coaching for secondary reading lab teachers using the ARC program. For some part of their day, special education teachers at the secondary level instruct students with disabilities in a general education inclusion model of education. General education inclusion classrooms afford students with disabilities to be educated in the least restrictive environment (LRE) alongside students without disabilities. These classes are taught by both the general and special
education teachers. The benefits of receiving instruction in the LRE include but are not limited to, greater exposure to the general education curriculum taught by teachers trained in that curriculum, which may result in higher academic achievement.

Action 8 - Continue reducing the average class size and eliminate the need for combo classes
Effectiveness of Action: Effective
At K-6 schools, the 4th-grade ratio is at 29.2, and in K-8 schools, the ratio is 21.4.

Action 9 - Maintain and Expand Interpretation and Translation Services
Effectiveness of Action: Effective
Of the eight Translator/Interpreters, four work on a flex schedule which allows more availability for translation of evening meetings both at the district and site level.

Action 10 - Increase the number of paraprofessionals to support students
Effectiveness of Action: Somewhat Effective
There is a shortage of qualified applicants and also a high turnover rate in these positions; therefore staffing these positions continues to be an issue.

Action 11 - Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)
Effectiveness of Action: Effective
The actions were aligned with our goals in the English Learner and Dual Language Immersion plans and were successfully implemented this year. Some actions (professional development for our Dual Language Immersion administrator and teachers, supplemental materials for DLI schools, and professional development for site/district administrators and leads were paid out of other funding sources such as Educator Effectiveness grants), Actions in regards to high-quality
instructional resources for English Language learners began in March and will continue to be implemented during the summer for specific groups. Early results indicate that there is an increase in reading level for students at Madison's DLI program. Madera Unified believes this action will positively impact one or more of the goal indicators listed above.

Action 12 - Begin development of a new elementary school to reduce school sizes and also caseload sizes for roles such as counselors, attendance secretaries, and other support roles
Effectiveness of Action: Effective
Progress is continuing towards a Fall 2025 school opening of a new K-8 Elementary School.

Action 13 - Increase both instructional and planning time for teachers:
Effectiveness of Action: Effective
Full implementation has been completed for the 2022/2023 School year. Elementary teachers have utilized this weekly PLC time to analyze data and inform their instruction. NWEA results are showing student growth district-wide.

Action 14 - Development and implementation of Parent Champion Workshop series
Effectiveness of Action: Effective
The videos are finalized, and now work involves informing parents of these videos. Videos will be highlighted through various communication platforms, including media, print, and websites.

Action 15 - Support parents of K-6th Emergent Multilingual (English Learners) students in getting reclassified by 6th-grade
Effectiveness of Action: Somewhat Effective
There has to be evidence that these revised planned actions are taking place at each site. The Department of Multilingual Educational Programs along with the Assessment department and school sites, need to ensure that ample opportunities for reclassification are planned and communicated to parents.

Action 16 - Provide Teachers with Additional Pay for Tutoring during extended learning times
Effectiveness of Action: Somewhat Effective
The amount of teachers and students who have taken advantage of this opportunity may have been overestimated. The district does still see the need to offer these services but may need to reevaluate how it is planned, communicated to parents, and carried out.

Action 17 - Maintain the attendance Call Center
Effectiveness of Action: Effective
The call center was making between 3,500-4,500 calls per day. This was a huge lift in removing that responsibility from the school site staff to ensure parent contact when students were not in school.

Action 18 - Implement and Maintain Cal-Safe program
Effectiveness of Action: Highly Effective
The CalSafe program provides support services for enrolled pregnant or parenting students to improve academic and parenting skills and to provide childcare and developmentally appropriate resources for their children.

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.

Action 1 - Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background
The percentage was recalculated for the instructional minutes related to early outs for 2023-24 school year. Last year was 15%, this year is 9% of classroom teachers salaries.

Action 2 - Develop an Inclusive and Equitable Culture
Next steps are to develop a system for every school site leader to ensure each teacher teaches the bill of rights to all students and every classroom has a student-teacher developed Social Contract/Respect Agreement that lays the foundation for building a safe and effective classroom environment for student learning (CSTP 2).

Action 5 - Implementation of Site-Specific Intervention Budget
The SPSA Goals will be revised to reflect the Goals and Actions of Madera Unified LCAP for fiscal year 2023-2024.

Action 6 - Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards
After hearing from the MUSD DELAC committee, the district intends to add an action under Goal 2 that specifically addresses Newcomer students and families.

Action 11 - Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)
This action will be revised to remove the Madera Believes in ME document and replace that with the CA EL Roadmap.

Action 16 - Provide Teachers with Additional Pay for Tutoring during extended learning times
Due to the low participation rate of teachers and students last year, this year's budget allocation is closer in line with what was expended last year.

Action 17 - Maintain the attendance Call Center
The Call Center is not being renewed next school year.

New actions that resulted from reflections on prior practice

Action 19 - California Community School Partnership Program Grant
Action 20 - School Climate Transformation Grant
Action 21 - School-Based Mental Health Grant
Action 22 - Provide Transportation services free to all students meeting the eligibility requirements.
Action 23 - Newcomers Program and Services for students and families
Action 24 - Acquire facilities and develop programs using Expanded Learning Opportunities Program

Action 25 - Expand and Monitor metrics to improve the College and Career Indicator (CCI)
Action 26 - Expanding learning opportunities for Migrant students

Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices.

An explanation of why the LEA has developed this goal.

We developed this goal through the District System Design Partnership process facilitated by the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System.

"Top-performing systems typically have well-developed, highly coherent and very demanding instructional systems for all students that incorporate student performance standards, curriculum, and assessments, as well as the use of instructional methods appropriate to the goals and standards of instruction."

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)		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)	19.4% of graduates completed A-G Requiremen ts and a CTE Pathway In 2021/2022 (1-year lag)		30%
College/Career Indicator (EL = Emergent multilingual 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: 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 instructio nal 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
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
Attendance Rates Data Source: CALPADS	94.96% in 2019/2020	87.44% in 2021/2022	91.80% in 2022/2023		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: 7.5% EL: 5% FY: 10% HY: 10% SWD: 10%
High School Dropout Rate (EL = Emergent multilingual 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: 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		0.02%
High School Graduation Rate (EL = Emergent multilingual 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: 95% EL: 87.5% FY: 80% HY: 95% SWD: 95%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	MUSD will adopt the Graduate Profile to ensure all students are college and career ready. The Graduate Profile defines our student-learner outcomes. Rubrics have been created to provide success criteria regarding these collective commitments and ensure all students who graduate from Madera Unified are college and career ready. By establishing district-wide learner outcomes that target cognitive, personal, and interpersonal capacities needed for all students to be successful in continuing educational pursuits or the workforce, we are addressing all student learning needs and	$3,303,116 $48,364	Y N

		aligning all our resources so that we are most effective and efficient in the work that we do.		
2	Create an instructional system based on the feedback received from the WestEd curriculum audit study.	MUSD will collectively create an instructional system based on the WestEd curriculum audit study results and next steps.	$867,794	N
3	Implementation of Board approved guaranteed and viable curriculum	Continually refine/implement research-based instructional practices of the guaranteed and viable curriculum so that regardless of school, classroom, or teacher, all students will leave with the same quality of education. Non-instructional days for professional development will be used to implement to areas below: Facilitate a process for teachers to develop a deep understanding of the California State Standards Frameworks (Literacy, ELD, Subject Specific) Goals for Professional development; 1 - build a deep knowledge of standards 2 - develop a robust instructional practice for all teachers 3 - Teachers to understand the process to developing the scope and sequence that is aligned to the academic needs of all students Facilitate a process for teachers to develop a deep understanding of the priority standards Create criteria to select teachers for representative teams from each grade level to work within specific grade spans to ensure vertical alignment (e.g., grade level teams, 1-3, 4-6, 6-8, 9-12, at significant transitional times 3-4,) Provide training in curriculum design (Units of study, syllabus, core vs. supplemental resources, priority & supporting standards) Provide training on how to teach writing (Genres, audience, mechanics, organization, Central idea/supporting idea, point of view, etc.) Provide training on how to develop listening & speaking proficiency (Poise,	$5,985,684 $48,364	Y N

		Voice, Life, Eye Contact, Gestures, Speed) Provide training on PLCs (creating norms, consensus building, 4 critical questions, etc.)		
4	Identify and selection of standard best practices for Instruction	Identification and selection of standard best practices for Instruction (Delivery, Cultural Relevance, Real World Applications, High Leverage strategies). High-leverage instructional strategies to strengthen pedagogy. Build deep knowledge of grade level and content standards Training and commitment to Professional Learning Communities Training on Response to Intervention (RTI) Training on Positive Behavior Intervention & Supports (PBIS)/Socio-Emotional Learning (SEL) Standards (unpacking the standards, units of study, priority & supporting) Universal Design for Learning (UDL) Peer observation protocol and feedback on classroom instruction	$262,383	N
5	Implementation of assessment and monitoring system	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	$1,330,451 $104,356	Y N

		effectiveness and impact of district initiatives and/or strategies implemented to address student learning needs.		
6	Refine and Implement the Madera Learning System (MLS)	The Madera Learning System (MLS) articulates a clear set of higher expectations than what exists both at the state and federal levels. The purpose of the MLS is to provide the district community with a multiple measures report on how well the school is performing based on Academic, Engagement, and Management indicators.	$1,116,561	Y
7	Create a daily schedule that enables all students to meet the "Prepared" indicator on the California College and Career Indicator	7 period day implementation Hire additional certificated teachers to teach additional credit recovery sections to be offered before and after school in the middle schools to provide more elective classes to all students	$1,740,939	Y
8	Implementation of additional credit recovery sections to be offered in 0 to 7th period	Eliminated for 22-23	$0	N
9	Implementation of additional credit recovery sections to be offered in 0 to 7th period	Hire additional certificated teachers to teach additional credit recovery sections to be offered before and after school (0 and 7 period). High School Summer School - 3 sessions daily offered in both in-person instruction and online.	$900,000	N
10	Implement and expand summer school opportunities	Fully implement and expand summer learning opportunities.	$4,102,180	N
11	Professional Learning and support for staff working directly with Newcomers Students TK-12	Specific professional development aimed at further supporting Newcomer students will be sought out and implemented. ●　　Ensure that all teachers and staff are receiving the proper training and support in order to meet the needs of all English learners enrolled in our schools. ●　　All teachers should be equipped with the skills to address language and literacy in their classrooms. Address the problem; educational opportunities are not equal for English	$100,000	Y

		learners. In high school, English learner students rarely can take an elective due to having a six-period day. English learners must take Designated ELD as their elective and therefore are not able to take any Career Technical Education (CTE) or Visual and Performing Art (VAPA) electives. Recruit highly qualified teachers and support staff. Look for teachers and support staff that are bilingual and/or have experience with English learners		
12	Advanced Learner Academy at all Elementary Schools	Develop and Implement an Advanced Learner Academy at all Elementary, Middle, and High Schools.	$100,000	N

Goal Analysis for 2022-2023

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.

Action 4 - Identify and selection of common best practices for Instruction (*Implementation Status:* Initial implementation)
In addition to supporting teachers in high quality instruction for RTI and PBIS, the district has committed additional resources to train and support teachers in grades TK-12 on implementing Principle I and II of the EL Roadmap. These two principles are focused on increasing student engagement and belonging and also improving instruction for English learner students.

Action 5 - Implementation of assessment and monitoring system (*Implementation Status:* Full implementation)
New Assessment and Data Support Specialist position was created, and staff was hired to assist with school site/PLC/teacher NWEA assessment data and literacy.

Action 7 - Create a daily schedule that enables all students to meet the "Prepared" indicator on the California College and Career Indicator (*Implementation Status:* Initial implementation)
Currently our high schools are operating on a six period school day. This limits the opportunities for students to meet the CCI requirements because of Designated ELD, Reading Intervention, and Credit Recovery courses needed in order to meet the graduation requirements. Unfortunately, the district has been unable to get an alternative schedule in the high schools and they are still operating on a six period day. Though a permanent change to the schedule did not happen MUSD has continued to offer additional opportunities during zero and 7th period for students to access additional recovery opportunities.

Action 3 - Implementation of Board approved guaranteed and viable curriculum
$850,000 less was expended than budgeted due to various vacancies for the Curriculum and Instructional Department including District Academic Coaches that went unfilled in the 2022-2023 school year.

Action 6 - Refine and Implement the Madera Learning System (MLS)
$600,000 less was expended than budgeted due to the Accountability and Communication Department was dissolved and two new departments were created, Communications Department and Continuous Improvement Department. Only the expenditures for the Continuous Improvement Department were reported in this action.

Action 7 - Create a daily schedule that enables all students to meet the "Prepared" indicator on the California College and Career Indicator
$380,000 less was expended than budgeted due to the 7th period implementation for middle schools that didn't need additional staffing. High schools were offered 0 or 7th period, the response was lower than anticipated by students.

Action 9 - Implementation of additional credit recovery sections to be offered in 0 and 7th periods
$349,900 was expended in the 22-23 school year. The funds listed as $0 in last year's LCAP were incorrectly not updated prior to publishing.

Action 1 - Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career-ready
Effectiveness of Action: Effective
The implementation of Graduate Profile Leads and leadership team meetings has really helped to elevate the work. Sites are piloting different tools and processes for the Graduate Profile and Defense. All tools and ideas are documented, and best practices will be used for all sites.

Action 2 - Create an instructional system based upon the feedback received from the WestEd curriculum audit study
Effectiveness of Action: Effective
Both secondary and elementary have collaborated to bridge best practices and created alignment between segments. This work has been done horizontally within grade levels or content. Culture and climate have also been included and provided feedback.

Action 3 - Implementation of Board approved guaranteed and viable curriculum
Effectiveness of Action: Effective
There appear to be more cohesive efforts across sites for implementing GVC. As elementary and secondary teams, we have calibrated within our teams and created opportunities for vertical calibration. Common summative assessments ensure students are minimally impacted as they transition from site to site.

Action 4 - Identity and selection of common best practices for Instruction
Effectiveness of Action: Somewhat Effective
We are in the initial stages. Our teams are calibrating and building alignment across the district while supporting other departments in this common work.

Action 5 - Implementation of assessment and monitoring system
Effectiveness of Action: Somewhat Effective

We continue to provide professional learning opportunities for sites and staff to develop further and refine their NWEA assessment and data literacy. Fluency with NWEA data has increased but will need continued support to reach the next level.

Action 6 - Refine and Implement the Madera Learning System (MLS)
Effectiveness of Action: Somewhat Effective
The Madera Learning System (MLS) has three areas that are measured; Academics, Engagement, and Management. The district has observed growth in the Engagement and Management Areas of the MLS. Academics are starting to show growth in the MLS but have not been as fast as the two other areas.

Action 7 - Create a daily schedule that enables all students to meet the "Prepared" indicator on the California College and Career Indicator
Effectiveness of Action: Effective
Madera Unified Middle School's has effectively implemented a 7-period day. The extra period in the day provides students in ELD to have an elective class rather than utilize their only elective for ELD. The 7th period provides teachers with a subject-specific PLC meeting on a daily basis.

Action 8 - Implementation of additional credit recovery sections to be offered in the 0 and 7th periods
Clerical error - This action was eliminated for consideration last year as it was a duplicate action to 3.9 listed below.

Action 9 - Implementation of additional credit recovery sections to be offered in the 0 and 7th-periods
Effectiveness of Action: Somewhat Effective
The greatest challenge has been getting students to attend these additional classes for credit recovery. The enrollment has been lower than expected, and therefore the successful recovery of credits has been less than expected

Action 10 - Implement and expand summer school opportunities
Effectiveness of Action: Effective
Priority 1: Extended Instructional Learning Time. Students were provided access to summer school for grades 1st-12th, including credit recovery, 0 & 7th period for high school students in need. One-on-One tutoring services were provided in the home or small group for students identified as foster, homeless, and SWD.
Priority 2 - Accelerating progress to close learning gaps through implementation, expansion, or enhancement of learning supports. Districtwide implementation of learning supports began and is ongoing. Additional implementation time is needed before evidence of progress can be measured.
Priority 3 - Integrated student support to address other barriers to learning. Additional supports, such as the hiring of Student Advocates and behavioral specialists, have been implemented. Monitoring of student SEL needs indicates progress is being made. Additional implementation time is needed for full progress to be assessed.
Priority 4 - Community Learning Hubs to provide students with access to technology and high-speed internet. Students were provided access to technology and high-speed internet during the After School Program, which occurred outside of school hours, during summer, and during winter intersession.
Priority 5 - Supports credit-deficient students to complete graduation or grade promotion requirements and to improve students college eligibility. Additional certificated teachers were hired to teach high school credit recovery sections offered before and after school (0 and 7 period) and Summer School. This helped maintain and continue the high rates of graduation and college eligibility.
Priority 6 - Additional academic services for students. Implementation of additional academic services is ongoing. Priority 7 - Training for school staff on strategies to engage students and families in addressing students SEL health needs and academic needs. Training of school staff has begun and is ongoing.

Action 5 - Implementation of assessment and monitoring system
We are looking to hire more Assessment and Data Support Specialists to expand professional learning opportunities district-wide. We are also developing asynchronous professional learning modules in addition to the real-time professional learning sessions currently provided. Additionally, the district has developed positions and is implementing a district assessment team to support the ELPAC and MAP Reading Fluency assessments.

Action 8 - Implementation of additional credit recovery sections to be offered in 0 to 7th period
Due to a clerical error, this action needed to be eliminated as it is a duplicate to Action 3.9.

Action 9 - Implementation of additional credit recovery sections to be offered in 0 and 7th periods
$348,892 was expended in the 22-23 school year. The funds listed as $0 in last year's LCAP were incorrectly not updated prior to publishing. Additional funds are being added this year to expand on this effort.

New actions that resulted from reflections on prior practice

Action 11 - Professional Learning and support for staff working directly with Newcomers Students TK-12

Action 12 - Advanced Learner Academy at all Elementary Schools

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.

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.

We developed this goal through the District System Design Partnership process facilitated by the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "The top-performing countries believe it will be impossible to deliver to all their students the kind and quality of education formerly reserved for their elites unless they are able to put a very highly qualified teacher in front of all their students."

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% *Misassignment rate*
CAASPP ELA (EL = Emergent multilingual 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: 10 DFS EL: 0 DFS FY: 0 DFS HY: 0 DFS SWD: -5 DFS
CAASPP Math (EL = Emergent multilingual 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: -5 DFS EL: -15 DFS FY: -15 DFS HY: -15 DFS SWD: -25 DFS
California Science Test Met or Exceeded Standard (EL = Emergent multilingual students; 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: 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)		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		55%
English Learner Reclassification Rate Data Source: DataQuest	20.90% in 2019/2020	5.9% estimated in 2021/2022	22.3% estimated in 2022-2023		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)		60%
EAP % Students Prepared for College ELA (EL = Emergent multilingual 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: 55% EL: 10% FY: 40% HY: 40% SWD: 20%

EAP % Student Prepared for College Math (EL = Emergent multilingual 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: 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		*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 challenges due to the COVID pandemic, this indicator was not prioritized; NWEA Growth Target Met Progress (above) was prioritized	Due to challenges due to 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*

Actions

Action #	Title	Description	Total Funds	Contributing
1	Re-establish and Maintain New Teacher Support and Mentor Program	The MUSD "New Teacher and Mentor Support" program was implemented for the 2019/2020 school year. The program was "suspended" for the 2020/2021 school year. This program will be re-established for the 2021/2022 school year. The program will be redesigned to ensure comprehensive support from the hire date through the obtainment of a provisional credential. Specific criteria will be developed for the potential mentors in order to employ experienced, knowledgeable, and respected mentors for Madera Unified new teachers. Teachers in this program will have an assigned dedicated mentor to support them by building capacity in their skills, knowledge, pedagogy, and craft as well as support the obtainment of a provisional credential. Create criteria for potential mentors Identify current data/research to utilize as multiple measures Advertise for 2021/2022 mentors Convene a panel to interview candidates	$152,317 $1,979,744	Y N

		"Hire" mentors who meet the qualifications		
2	Create a professional development system for the Mentor Teacher Support Program	Create a Permanent-status Support and Mentor Program that will provide the district with mentors who are experienced, have exhibited content/grade level expertise and have the ability to inspire and motivate others, that will align with the New Teacher Support and Mentor Program to promote a coherent culture of professionalism that allows for constant improvement of instructional practices and performances of our teachers. This will empower our teachers' confidence in their ability to constantly change and improve their practice. Collaboration between current MUSD Ed Services and MUSD PAR Program Create criteria for potential support personnel/mentor Advertise for 2021/2022 support personnel Convene a panel to interview candidates "Hire" personnel who meet the qualifications	$306,712 $1,979,744	Y N
3	Hire Teachers focused on providing students with specialty courses such as VAPA (Art), STEM and Music, including CTE for 8th graders at MadTEC	Recruit and hire an additional 40 teachers to provide students with enrichment teachers that will serve elementary students. Madera Technical Exploration Center teachers will work in interdisciplinary teams to provide students with high-quality instruction through project-based learning (Entrepreneurship, Marketing, Agriculture, Health & Science, Engineering, etc.)	$3,471,358 $2,429,815	Y N
4	Recruit and retain teachers	Recruit and retain teachers and ensure teachers receive competitive salary and benefits.	$64,797,261	N
5	Recruit and retain counselors, PE, VAPA (Music) teachers	Recruit and retain counselors, PE, VAPA (Music) teachers (includes previously budgeted and hired positions) and school support staff (K-12) and ensure these roles receive competitive salary and benefits to	$12,470,651	Y

		reduce turnover. This includes services focused on improving outcomes for all students through experiential activities such as college field trips and company visits.			
6	Recruit and retain safety and health staff, including new technology to keep our schools safe and healthy	Recruit and retain Safety Officers, Nurses, Behavioral, Mental Health (psychologists), and speech pathologists and ensure these roles receive competitive salaries and benefits to reduce turnover. Add new technology to our schools to keep them safe and healthy.	$15,068,434		Y
7	Additional support staff based on socio-emotional / behavioral / academic / attendance needs by site to create and sustain emotionally and physically safe learning spaces for all students and their families	Recruit and retain appropriate support staff based on socio-emotional / behavioral/academic / attendance needs by site to create and sustain emotionally and physically safe learning spaces for all students and their families.	$11,300,837		Y

Goal Analysis for 2022-2023

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.

Action 2 - Create a Professional Development System for the Mentor Teacher Support Programs
There has not yet been a Professional Development System for the The Teacher support and Mentor program. The primary focus has been on the support of the new teachers in the district and therefore true intent of this action has not yet come to fruition.

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.

No material differences between budgeted expenditures and estimated actual expenditures for the following actions:

Action 1 - Re-establish New Teacher Support and Mentor Program
Action 2 - Create a professional development system for the Mentor Teacher Support Program
Action 3 - Hire Teachers focused on providing students with specialty courses such as VAPA (Art), STEM and Music, including CTE for 8th graders at MadTEC
Action 4 - Recruit and retain teachers
Action 5 - Recruit and retain counselors, PE, VAPA (Music) teachers and school support staff
Action 6 - Recruit and retain safety and health staff

Action 1 - Re-establish New Teacher Support and Mentor Program
Effectiveness of Action: Effective
The Elementary TSM program currently has ten teacher support mentors and are serving all new elementary teachers to MUSD. This is the second year of implementation, and new teacher-student achievement data has been positive. The Secondary TSM program began in the 2022/2023 school year with four Teacher Support Members. Five new teacher support mentors have been hired for the 2023/2024 school year. Criteria have been established for teachers to qualify for the Teacher Support Mentor position.

Action 2 - Create a professional development system for the Mentor Teacher Support Program
Effectiveness of Action: Somewhat Effective
Current Teacher Support Mentors are developing plans to best support veteran teachers.

Action 3 - Hire Teachers focused on providing students with specialty courses such as VAPA (Art), STEM, and Music, including CTE for 8th graders at MadTEC
Effectiveness of Action: Highly Effective
During the 2022-23 school year, we were unable to hire 2 FTE in elementary music.

Action 4-Recruit and retain teachers
Effectiveness of Action: Effective
MUSD hosted its first teacher job fair in March of 2023. One hundred thirty potential teachers registered for the event, 69 qualified and received an interview with site principals, and 27 teachers were hired. MUSD settled with MUTA for two years on salary and benefits. Teachers received a 6% salary increase for the 2022/2023 school year and a 4% salary increase for the 2023/2024 school year. These increases are competitive or higher than surrounding school districts.

Action 5 - Recruit and retain counselors, PE, VAPA (Music) teachers, and school support staff
Effectiveness of Action: Effective
Similarly to Action 4, MUSD hosted its first teacher job fair in March of 2023. One hundred thirty potential teachers registered for the event, 69 qualified and received an interview with site principals, and 27 teachers were hired. MUSD settled with MUTA for two years on salary and benefits. Teachers received a 6% salary increase for the 2022/2023 school year and a 4% salary increase for the 2023/2024 school year. These increases are competitive or higher than surrounding school districts. Additionally, Drama Literacy Teachers have been added to the VAPA staff.

Action 6 - Recruit and retain safety and health staff
Effectiveness of Action: Effective
We currently have a healthy pool of substitute officers to cover absences and activities that arise during the school year. We begin to see an improvement in our health staff functionality and coverage during the upcoming school year. The majority of positions have been filled and will support the health department in many facets when it comes to serving our district.

Action 3 - Hire Teachers focused on providing students with specialty courses such as VAPA (Art), STEM, and Music, including CTE for 8th graders at MadTEC
For the 2023-24 school year, there will be an increase in FTE in PE, Art, and Music in order to meet the staffing projections in each respective discipline.

New action that resulted from reflections on prior practice.

Action 7 - Additional support staff based on socio-emotional / behavioral / academic / attendance needs by site to create and sustain emotionally and physically safe learning spaces for all students and their families

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.

Goal 5: Incentives & support to continuously improve performance

Goal	Description
5	We believe our entire organization is a place in which both 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.

An explanation of why the LEA has developed this goal.

We developed this goal through the District System Design Partnership process facilitated by the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System.

"Career ladders are created that develop the skills of the current teacher workforce and establish a culture and organization that provides strong incentives for teachers to get better and better at the work and supports the continuous improvement of the school as a whole."

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		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		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		Outcome will be set after 2021-2022 school year *1%*

Actions

Action #	Title	Description	Total Funds		Contributing
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	A superintendent designee will identify research articles on the topic of professional learning and career ladders in high performing organizations to be shared with a career ladder task force composed of representative staff, community educational partners and faculty districtwide. A designated task force will seek broad input regarding career ladder development so that leadership is distributed throughout the organization and there is a collective commitment to improve professional practices. Partner with subject matter experts such as NCEE to receive support and advice on the development of a teacher career ladder.	$0		N
2	Redesign the school day to build embedded professional learning opportunities, including collaboration within and between sites	To align best practices for professional learning, Madera Unified will communicate the District goals and develop designated time during the duty day lesson design, collaboration, and mentorship. A collective group will adapt the current structure at all levels to create time for collaborative teams to meet and provide appropriate training and resources for mentor teachers to ensure effectiveness.	$2,429,815		N
3	Provide professional learning in order for individuals to progress and/or enter the career ladder	To align best practices for professional learning, Madera Unified will communicate the District goals and develop designated time during the duty day for professional development, lesson design, collaboration, and mentorship. A collective group will adapt the current structure at all levels	$1,911,422		N

		to create time for collaborative teams to meet and provide appropriate training and resources for mentor teachers to ensure effectiveness.		
4	Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities and Strategic Action Planning	Site and district staff will be strongly encouraged to work in professional learning communities and strategic academic planning without impacting instructional minutes.	$440,000	N
5	Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve.	The personnel commission will work with CSEA to develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve and grow. Employees who move up the career ladder will be force multipliers for our district, adding tremendous value to helping Madera Unified meet our goals.	$0	N
6	Hire permanent substitute teachers.	Hire permanent substitute teachers to ensure there is an abundant supply of qualified substitute teachers and ensure the permanent classroom teacher will not need to deploy their respective class into other classes.	$2,328,153	N
7	Design & Implement Student Champion Course	Fully implement Student Champion Course across the district to all employees. The Student Champion course will cover the history and formation of the district and also walk all employees through the district identity documents. The course will also cover how we are Student Champions, Student Voice, relationships, and understanding what it means to be culturally responsive. Link to Student Champion Course promotional video. https://www.youtube.com/watch?v=Za-xFR7Jj5I	$5,000	Y
8	Offer Staff Wellness Courses	Implement a health and wellness incentive program for Madera Unified employees.	$0	N
9	Develop a career ladder for Classified Staff to become certified teachers.	Apply for a classified grant with a focus (IMPACT) on improving Madera's pathways to achieving a credential in teaching. Specific to transitioning classified staff to teaching roles in PreSchool and Transitional Kindergarten.	$120,000	N

Goal Analysis for 2022-2023

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.

Action 5 - Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve (*Implementation Status:* Initial Implementation)
This action has not yet been implemented. It is still the intent to develop a classified employee career ladder, but it has not yet been taken to action.

Action 8 - Offer Staff Wellness Courses (*Implementation Status:* Initial Implementation)
Incentive program for staff wellness was shifted from individual course offerings to training for MUSD Leaders to implement with their staff. Dr. Felipe Mercado is contracted to provide five Cultivating Compassion training delivered at Leadership Academy and quarterly Site Leadership PLCs. Leaders learned techniques to (a) support the development of prosocial compassionate leadership behaviors that aim to improve well-being, mental wellness, and interactions with others; (b) increase resilience and a feeling of connectedness that can reduce feelings of anxiety and depression; (c) establish a compassionate leadership community with the aim of sustainability; (d) provide a shift in mindset on how a leader cares for themselves; (e) provide ongoing application to bring theory to practice; (f) recognize best practices and create spaces to generate compassionate dialogue/healing. Leaders were provided five resource titles: *Culturize* by Jimmy Casas, *Self-Compassion*, T*he Mindful Self-Compassion Workbook* and *Teaching the Mindful Self-Compassion Program* by Dr. Kristen Neff, and *A Journey to Compassion* by Dr. Felipe Mercado to build their capacity to lead this work with their staff.

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.

Action 7 - Design & Implement Student Champion Course
Only $1,023,825.02 expenditure on Day 1 & Day 2 Student Champion Course to date. Anticipate an additional $250,000 for 571 permanent employees, making up either day 1, day 2, or both due to absences.

Action 8 - Offer Staff Wellness Courses
Only $25,257.97 expenditures for Consultant Agreement and Compassion resources for district & site leaders.

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

Action 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
Effectiveness of Action: Somewhat Effective
MUSD is still in the initial phases of developing the career ladder and cannot measure the full effectiveness of this action at this time.

Action 2 - Redesign the school day to build embedded professional learning opportunities, including collaboration within and between sites
Effectiveness of Action: Highly Effective
MUSD has fully implemented this action.

Action 3 - Provide professional learning in order for individuals to progress and/or enter the career ladder
Effectiveness of Action: Effective
MUSD sees improvement with new teacher classroom instruction and student achievement. The monthly professional development training is having a positive impact.

Action 4 - Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities
Effectiveness of Action: Effective
The district has noticed an overall improvement in conditional growth in NWEA MAP assessments district-wide.

Action 5 - Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve
Effectiveness of Action: Not Applicable
Currently still working through the initial implementation. Data will be reviewed, and effectiveness determined.

Action 6 - Hire permanent substitute teachers
Effectiveness of Action: Effective
This action was effective, and MUSD has been able to increase the number of qualified substitutes for our sites.

Action 7 - Design & Implement Student Champion Course
Effectiveness of Action: Effective
84 % of staff surveys indicated that both classified and certificated staff were satisfied or very satisfied with these professional development courses.

Action 8 - Offer Staff Wellness Courses
Effectiveness of Action: Effective
Initial leadership training began in the 2022/23 school year to build all district and site leaders' ability to embed and lead self-compassion with their staff.

Action 9 - Develop a career ladder with an emphasis on transitioning paraprofessionals to become certified teachers.
Effectiveness of Action: Not Applicable
Currently still working through the initial implementation. Upon completion of the first cohort, data will be reviewed, and effectiveness determined.

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.

Action 2 - Redesign the school day to build embedded professional learning opportunities, including collaboration within and between sites.
Ongoing training for site administrators to further improve professional collaboration and learning to improve student learning through.

Action 4 - Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities.
Ongoing training for site administrators to further improve professional collaboration and learning to improve student learning through.

Action 7 - Design & Implement Student Champion Course
Ongoing training for new staff will refine content for one full day of training for Student Champion content beginning the 2023/24 school year. Ongoing costs for 1-day onboarding of new staff twice a year are $750,000 (1 day in the summer for Fall hires and one day in January for mid-year hires). Additional coaching for site and district leaders to lead cultural competency and equity with their staff will also occur.

Action 8 - Offer Staff Wellness Courses
It is recommended this goal not be carried forward into the coming years.

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.

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.

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 school sites.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Operational Services	Operational Services	$148,043,709	N
2	Child Nutrition Services	Child Nutrition	$18,362,185	N

Goal Analysis for 2022-2023

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.

No substantive differences in planned actions and actual implementation of the following actions:
* **Action 1 - Operational Services** (*Implementation Status:* Full Implementation and Sustainability)
* **Action 2 - Child Nutrition Services** (*Implementation Status:* Full Implementation)

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.

No material differences between budgeted expenditures and estimated actual expenditures for the following actions:

* **Action 1 - Operational Services**
* **Action 2 - Child Nutrition Services**

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

Action 1 - Operational Services
Effectiveness of Action: Highly Effective
The support services such as Maintenance & Operations, Facilities, Purchasing, Fiscal Services, Human Resources, Educational Services, and Information Technology are operating at full capacity to support our students, staff, and the community

Action 2 - Child Nutrition Services
Effectiveness of Action: Effective
The CN department has made huge strides in moving away from prepackaged lunch items and has become one of the State leaders in serving fresh meals cooked on-site or at the central kitchen. Huge investments have been made in equipment and infrastructure to enable more on-site cooking with the latest technology available. An assistant director has been brought on board and assists with creating unique fresh food items that are tested at various school sites.

No Changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year for the following actions:

● **Action 1 - Operational Services**
● **Action 2 - Child Nutrition Services**

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$88,058,504	$11,427,309

Required Percentage 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
41.57%	0.18%	$357,907	41.75%

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

Required Descriptions

The contributing actions that have been identified as increased or improved services have been developed from the needs, conditions, and circumstances of our low-income English learners and foster youth, which is evident in the following data points (not a fully inclusive list of data used by MUSD), the analysis of effectiveness, and from input provided by our students, staff, and community that is included in the Engaging Educational Partners section of the LCAP. We based the following actions and subsequent theory of action on our assessment of these identified needs. Madera Unified believes that through one or more of the actions included in the table below, we will improve the conditions and outcomes for our low-income English learners and foster youth students.

The following data provided below has been selected to demonstrate gaps in the performance of our low-income (LI), English learner (EL) and foster youth (FY) students that is foundational to our contributing actions.

- NWEA MAP Reading Fluency (K-2nd), Low-Income (LI) - 22.6%, English learner (EL) - 4.2%, foster youth (FY) - 15.7% this compares to all students 23%
- NWEA Growth Target Met Progress for Reading (3rd-11th) - LI - 40.3%, EL - 42.2%, FY - 38.9% this compares to all students 40.5%
- NWEA Growth Target Met Progress for Math (1st-11th) - LI - 38.2%, EL - 40.9%, FY - 40.4% this compares to all students 38.3%
- Suspension Rate - LI - 4.3%, EL - 3.7%, FY - 8.5% this compares to all students 4%
- Expulsion Rate - LI - .03%, EL - 0.3%, FY - 1.5% this compares to all students 0.3%
- Chronic Absenteeism Rate - LI - 46.4%, EL - 43.9%, FY 48.7% this compares to all students at 45.2%
- High School Dropout Rate - LI - 5%, EL - 8.6%, FY - 26.7% this compares to all students at 4.6%
- High School Graduation Rate - LI -91.1%, EL - 80.5%, FY - 73.3% this compare to all students at 91.9%
- % of English Learner students who made progress toward English Proficiency measured by ELPAC - EL - 48.7%
- % of English Learner students who scored an overall (4) on the Summative ELPAC Assessment.
    - Overall TK-12 - 789 students or 14%
    - TK/K - 111 students or 15%
- Desired Results Developmental Profile (DRDP) Parent Survey - 45% parents who accepted a job, 70% of parents who were able to keep a job, 45% of parents received a better job/promotion, and 50% of parents who received training or education.
- Panorama Survey Data
    - 3rd-5th Grade - School Safety - 63%, School Belonging - 64%, School Climate - 61%, School Engagement - 55% in Spring 2022/2023
    - 6th-12th - School Safety - 56%, School Belonging - 39%, School Climate - 39%, School Engagement - 22% in Spring of 2022/2023

Action	Action Title	How high needs students were considered first?	Theory of Action Description
1.2	Implementation of Full Day Preschool at La Vina Elementary School	LaVina Elementary School previously housed a full day Migrant PreSchool. Due to funding issues the county closed the program. The district recognized a significant need to keep this preschool open due to the lack of resources available to parents of preschool aged children in the La Vina area. LaVina is the most rural elementary school in MUSD and serves a population of families that are socioeconomically disadvantaged (96.6% FRPM) and need local resources available to them and their children. Therefore, MUSD opened the first and only full day and year around preschool currently operated by MUSD in order to meet the needs of the La Vina families.	If we provide families of La Vina Elementary school with full time Preschool Services THEN, parents of La Vina students will receive resources to improve their quality of life and the results on the DRDP Parent Survey will improve.
1.5	Increase instructional minutes for kindergarten students.	Approximately 44% of all Kindergarten and Transitional Kindergarten students are designated as Emergent Multilingual (English Learner) students. Our emergent multilingual students come into the school system with significantly less exposure to the English language versus English-only students. Increasing instructional minutes for these student groups will increase their exposure to academic language, thereby increasing emergent multilingual listening and reading comprehension levels. Additionally, approximately 90% of emergent multilingual students qualify for free or reduced lunch and students with families who meet this qualification have greater transportation challenges to get their child to and from school. Increasing instructional minutes will improve the attendance of the child since parents will not have to deal with the logistical challenges of picking up and dropping off their child at school in a part-time setting. Any funds not spent during the 2021-22 will be carried over to the 2022-23 school year to provide increased services to our high-need students. Madera Unified will continue to increase the instructional minutes for kindergarten students into the 2022-23 school year	IF we increase instructional minutes for kindergarten and transitional kindergarten students, THEN, Kindergarten and Transitional Kindergarten student groups; English Learner, low-income, and foster youth will see increased attendance rates and also improved academic gains as progress monitored by the Desired Results Developmental Profile tool in Transitional Kindergarten and the MAP Reading Fluency for Kindergarten. Additionally, our TK/K English learner students will score higher on the Initial and Summative ELPAC assessment.

		and beyond. Evidence of the effectiveness of this action can be found by looking at Transitional Kindergarten (TK) and Kindergarten (K) student attendance rates. This program has allowed Madera Unified to maintain above a 95% attendance rate for TK and K students.	
1.9	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning development.	Madera Unified has nine different Parent Resource Centers across the district. Parent Resource Centers provide a hub of resources to families in the community, with special attention to families with low income, Emergent Multilingual (English learners), and foster youth students. Parent Resource Centers provide Adult literacy classes, Parenting Skills classes, and other offerings to support families district-wide. Parents are more connected to schools through the Parent Resource Centers. Furthermore, Parents of low-income, emergent multilingual (English learners) foster youth students can tap into services such as finance, home ownership workshops, and other classes to help improve the family's overall quality of life.	If we continue to provide families integrated resources and services through the Parent Resource Centers, THEN, Parents of low-income, emergent multilingual (English learners) foster youth students will receive resources to improve their quality of life and provide additional support in partnering with the school to improve their child's academic performance on the following measures: NWEA MAP Growth in Reading and Math and also the Summative ELPAC Assessment that all English Learner students must score an overall "4" on in order to qualify for reclassification.
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.	Madera Unified currently uses ParentSquare to communicate with Parents digitally. Only 45% of parents have downloaded the ParentSquare application, which provides additional features and notifications to parents. Aeries is Madera Unified's Student Information System. Parents can log into Aeries to view their child's grades. Parents in Madera Unified, especially parents who have children that would classify as low-income, emergent multilingual (English learners), and foster youth, only log into Aeries once a year to complete the registration process for the next school year. The training provided to families will increase and improve services by ensuring families have the knowledge and tools to effectively communicate with their child's teacher and school site.	IF parents are provided with the appropriate knowledge, training, and resources, THEN parents will access the parent resources (AERIES and Parent Square) that are available in order to better understand how their students are progressing in school. MUSD expects to see an increase in the number of parents logging in to Parent Square and AERIES.

1.11	Universal Transitional Kindergarten (TK) expansion	In order to meet the needs of the students and families in MUSD there is a need to increase support services in Transitional Kindergarten classrooms. As a result of those increased needs MUSD has hired additional support staff and planned additional staff professional development to ensure that our students' needs will be properly met in the TK classrooms across the district.	IF we hire additional staff to support families and teachers THEN the Transitional Kindergarten classroom instruction will improve through high quality developmentally appropriate classroom instruction that meets the needs of the students and we will see a decrease in absenteeism and a decrease in behavioral incidents and an increase in students progress on MAP Reading Fluency and DRDP.
2.1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences, and background	Only 10% of students responded favorably to the following question, "How often do you get so focused on activities in your classes that you lose track of time?". Additionally, only 20% of students responded favorably to this question, "How excited are you about going to your classes?". One potential reason for these results is students not seeing the relevance of the instruction they are receiving. This point is magnified with low-income, emergent multilingual (English learners), foster youth students, where the curriculum is generally not differentiated with their needs considered first. Furthermore, based on research, on how people learn, instruction needs to engage student's prior knowledge, experiences, and background. This requires a significant amount of preparation, planning, and professional development time for teachers to deliver this type of instruction to students with intentionality. 15% of a teacher's daily time has been estimated to be used for preparation and planning time.	IF we have relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences, and background, AND teachers are provided with the preparation, planning, and professional development time to fully utilize the curriculum content with their students, THEN student engagement will go up as evidenced by the Panorama Survey given to students annually, and overall student achievement will increase on the NWEA MAP Growth Assessments in Reading and Math. We will also see a reduction in suspensions and expulsions and an increase in school connectedness survey results.

2.2	Develop an Inclusive and Equitable Culture	According to survey data, only 48% of students responded favorably to the following question, "Overall, how much do you feel like you belong at your school?". Multiple student voice sessions were held at the three comprehensive high schools as well the alternative high schools to gain a deeper understanding of the problem, and students felt it would be important to create a first-of-its-kind "Student Bill of Rights." The Student Bill of Rights document was approved by the Board and will need to be communicated, implemented and enforced starting the Fall of 2021. One of the rights included in the bill is "Students have the right to be treated with respect and valued by the school community...". Research states that when students, especially students who are low-income, emergent multilingual (English learners), foster youth, have strong relationships with staff at the school site, their engagement and overall student achievement results go up in return.	IF we develop an Inclusive and Equitable Culture by fully implementing the Student Bill of Rights, THEN students from all backgrounds, ethnicities and student groups will feel more connected and respected within the school system. We will see an increase in school connectedness survey results.
2.3	Develop systems to pair teachers based on student needs	The implementation of this action allows Madera Unified to place teachers with students based on the students' needs. Research states that teachers have the greatest effect size on student achievement. Schools with the greatest number of low-income, emergent multilingual (English learners) foster youth students will receive incentives to transfer high-performing teachers to the school site.	IF high-performing teachers are teaching at MUSD school with the greatest number of low-income, emergent multilingual (English learners), and foster youth students, THEN students will grow and improve at an accelerated rate and we will see an overall increase in student achievement and see an increase in students meeting the individual growth targets in Math and Reading. These targets are measured by the NWEA MAP Growth Assessment given three times per year. Additionally, English learner students will perform better on the Summative ELPAC Assessment increasing their ability to reclassify.

2.6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards.	Only 11% of emergent multilingual students scored a four on the most recent ELPAC assessment. Moreover, only 4% of emergent multilingual students were considered ready or exceeding the local assessment in reading. Research states that when emergent multilingual students receive high-quality first instruction, students are able to obtain proficiency and mastery of the English language. Budgeted funds will be used for the professional development of employees. Any funds not spent during the 2020-21 will be carried over to the 2021-22 school year to provide increased services to our high-need students. Madera Unified will continue to implement the action to support all emergent multilingual students in obtaining English Language proficiency and mastery of the core content standards. Evidence of the effectiveness of this action can be found in the significant increase in the number of students meeting the seal of biliteracy requirements. During the 2020-21 school year, 175 students graduated, meeting this rigorous requirement.	IF we support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards, THEN students will be able to reclassify more quickly. We will see an increase in school connectedness survey results, and more emergent multilingual students will graduate, meeting their Seal of Biliteracy Requirements.
2.8	Continue reducing the average class size and eliminate the need for combo classes.	Teachers with higher percentages of students with low income, emergent multilingual (English learners), and foster youth will have greater challenges with providing high-quality, differentiated instruction that meets each individual student's needs in class sizes at 38:1 and/or combination classrooms. Low-income, emergent multilingual (English learners) foster youth students will receive improved first instruction from teachers through reducing class size and elimination of combo classes. Additionally, low-income, emergent multilingual (English learners) foster youth students will receive improved differentiated instruction from teachers as well. Any funds not spent during the 2020-21 will be carried over to the 2021-22 school year to provide increased services to our high-need students. Madera Unified will continue to reduce class sizes into the 2021-22 school year. Evidence of the effectiveness of this	IF we continue reducing the average class size and eliminate the need for combo classes, THEN students will be able to build stronger relationships with teachers and other staff members at the school site. We will see an increase in school connectedness survey results and a decrease in suspensions and expulsions.

		action can be found by looking at the increase in school climate survey results during the 2020-21 school year. School engagement increased by seven points.	
2.9	Maintain and Expand Interpretation and Translation Services	Emergent multilingual student achievement will go up if Parents are involved and engaged in the school. Parents of emergent multilingual students will be more engaged in their child's school if appropriate translation services are intentionally provided. Any funds not spent during the 2020-21 will be carried over to the 2021-22 school year to provide increased services to our high-need students. Madera Unified will continue to maintain and expand interpretation and translations services into the 2021-22 school year. Evidence of the effectiveness of this action can be found by looking at the increase in the parent school climate survey results during the 2020-21 school year. The parent school climate safety survey results increased by 11 points.	IF we maintain and expand interpretation and translation services, THEN more emergent multilingual students and their families will receive communications in their home language and will feel more connected to the school. We will see an increase in school connectedness survey results.
2.10	Increase the number of paraprofessionals to support students	MUSD recognized the need for additional support in our Transitional Kindergarten and Kindergarten classrooms and has hired 80 additional full-time paraprofessionals to support classroom teachers. The paraprofessional support was allocated based on the percentage of unduplicated pupils enrolled in the classroom(s). MUSD prioritized our classrooms with the students with the greatest behavioral and emotional needs when staffing the additional support.	IF MUSD Transitional Kindergarten and Kindergarten classrooms are staffed with a full time paraprofessional, THEN students will be provided a more engaging and developmentally appropriate learning environment where there will be a decrease in chronic absenteeism, behavioral incidents, and students academic and social emotional progress will increase as measured by the DRDP.

2.11	Fully implement the California English Learner Roadmap	Currently, students designated as English learners in Madera Unified have limited access (due to the mandatory designated ELD course requirement in a six period day) to high-level and rigorous curricula and courses and perform at less than optimal levels. The problem is exacerbated by the California Education Code requiring English learner students to receive a designated time for English Language Development. In our current time-bound system, it limits English learners' access to a full range of academic courses within a traditional six-period day. As a consequence, after four years of high school education, some of the English learners are ineligible to enter the California university system or to successfully navigate an increasingly complex, multilingual, globalized world. Budgeted funds will be used to implement Dual Language Immersion programs across the district. Any funds not spent during the 2020-21 will be carried over to the 2021-22 school year to provide increased services to our high-need students.	IF we fully implement the California English learner Roadmap, THEN more emergent multilingual (English learner) students will see a significant improvement in their overall educational experience and achievement results. We will see an increase in school connectedness surveys, local assessments, state assessments, and reclassification results.
2.13	Increase both instructional and planning time for teachers.	Currently, teachers are not given enough preparation and planning time to provide high-quality, differentiated instruction. Additionally, instructional minutes are limited, and students with the greatest need do not get enough additional support to accelerate their growth. When looking at research and best practices internationally, we know that teachers receive significantly more preparation and planning time than teachers within Madera Unified. The lack of preparation and planning time adversely affects instruction to students. This problem is magnified for students with the greatest needs. 22% of TK to 6th-grade teachers' time has been used to calculate the increase in instructional minutes.	IF we increase instructional time with a highly qualified teacher, THEN teachers will be able to build stronger relationships with students and students will feel more connected to their classes and their school. We will see an increase in school connectedness survey results. Also, with higher student engagement we expect to see our student academic progress increase with more students meeting their NWEA MAP Growth targets.

| 2.14 | Development and implementation of Parent Champion Workshop series | Parents of low-income, emergent multilingual (English learners) foster youth students have not had a strong understanding of key areas for student achievement and how the budget connects to supporting students with meeting their growth goals. The Parent Champion workshop series will provide parents with high-quality educational content to understand ways they can be more involved and support improving the school system. The Parent Champion Workshop series will intentionally target parents of students who are low-income, emergent multilingual (English learners), and foster youth. Parents will be empowered and have the tools necessary to engage and advocate for their child's success in Madera Unified. | IF parents of low-income, emergent multilingual (English learners) foster youth students complete the Parent Champion Workshop series courses. THEN more parents will have the information and tools necessary to feel empowered to support and advocate for their child's success in Madera Unified AND low-income, emergent multilingual (English learners), and foster youth students will show greater increases in their academic acheivement as measured by the NWEA MAP Assessment and also on the Summative ELPAC Assessment. |
| 2.15 | Support parents of K-6th emergent Multilingual (English Learners) students in getting reclassified by 6th grade. | Many parents of emergent multilingual students do not have a full understanding of all the steps required for their child to reclassify. Additionally, the parents may not understand the long-term consequence if their child does not reclassify by 6th grade. For example, emergent multilingual students who do not reclassify by 6th grade will be required to take an English Language Development course. Therefore, emergent multilingual students would miss out on the opportunity to take an additional elective course during the regular school day. When parents are fully aware of the steps to reclassification for their child and the implications of not reclassifying by 6th grade, parents will be even more highly motivated to ensure their child reclassifies by 6th grade. | IF parents of emergent multilingual students are fully supported and empowered by Madera Unified to ensure their child is reclassified by 6th grade, THEN more parents will be motivated and highly involved in supporting their child with growing academically in order to reclassify AND greater numbers of emergent multilingual students will reclassify by 6th grade. |

2.18	Implement and Maintain Cal-Safe program	Madera Unified's Cal-Safe program is critical support for students who are parents or will soon become parents. The program provides students with childcare services (11 children), parenting skills classes, and other supports to ensure that students can still graduate high school and provide critical support to the child to support the child's health and growth. Low-income, emergent multilingual (English learners) foster youth students in this situation have and will continue to use and benefit from this critical service.	IF Madera Unified has a high quality California Safe program for parenting students, THEN students who are parents will be able to continue their course of study in school AND students will have a greater opportunity to graduate; therefore MUSD will see an increase in the Graduation Rate and decrease in the Chronic Absenteeism of our Cal-Safe Parents.
2.23	Newcomers Program and Services for students and families	Traditionally, newcomer students (approx. 220 students) and their families require a higher level of individualized support to ensure they feel included and this requires sensitivity to their cultural and linguistic differences. Moving forward, Madera Unified aims to provide a higher level of support to this subset of students who oftentimes are low-income and/or emergent multilingual (English learners) students.	IF Madera Unified strengthens the programs and services available to further support newcomer students and their families, THEN newcomer students and their families can acclimate more quickly to the US educational system which will increase their English Language Acquistion as evidenced in a decrease in Engish Learners becoming classified as long term English learners and also inc rease their ability to score an overall "4" on the Summative ELPAC Assessment..
2.26	Expanding learning opportunities for Migrant students	The current Migrant program is funded through a grant program, and this year due to budget constraints, the program had a significant reduction to its budget (around $200,000 reduction). This program is highly valued and very beneficial to our migrant students and their families and therefore it was agreed that the district will cover the necessary budget to ensure that the program will continue to serve our Migrant students and their families..	IF Madera Unified ensures equitable access to education and supporting Migrant student academic success, THEN this inclusive approach will foster a sense of belonging and empowerment among migrant students, ultimately enhancing their educational experiences and outcomes. Migrant students will see an increase in their attendance and also in the school engagement which will be evidenced in the annual panorama student survey. Additionally, our migrant students will perform better on the MAP Growth Assessment due to an increase in additional support services provided through migrant programs.

| 3.1 | Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career-ready. | Historically, Madera Unified did not have clear attributes which defined what students graduating from the district will be able to do. The Graduate Profile articulates a clear set of high expectations in the following competency areas - Think, Adapt, Collaborate, Communicate, Produce & Contribute. High-need students are held to rigorous standards while receiving high-quality instruction from a teacher who has a strong relationship with the student and believes the student will outperform students who are not afforded access to this. Historically, high-need students have not been provided with clarity and consistency regarding college and career-level expectations after graduation. Going forward, high-need students will be provided these clear expectations throughout their school career in Madera Unified by meeting the criteria laid out within the Graduate Profile. High-need students will receive tailored support to ensure they meet the expectations outlined in the Graduate Profile. | IF we fully implement the Madera Unified School District Graduate Profile and ensure all students are college and career ready, THEN students will have clear learner outcome goals to target and shoot for that are aligned to the needs of employment opportunities with a wide range of organizations. We will see an increase in students graduating prepared for college and career, graduation rate, CTE pathway completer, A-G rate, CTE & AG completion rate. |
| 3.3 | Implementation of Board approved guaranteed and viable curriculum | Madera Unified conducted unannounced validation visits into classrooms and found that the Board adopted curriculum was not being consistently used. Moreover, high-need students were not consistently provided grade-level content. Students need to have access to grade-level rigor while addressing gaps in knowledge in real time based on individual student needs. Therefore, Madera Unified will continue to make significant investments into professional development focused on College & Career Readiness, Language & Literacy, and Curriculum & Instruction. The professional development will build teacher capacity in how to provide rigorous grade-level instruction while also addressing the learning gaps of students. | IF we implement the Board approved guaranteed and viable curriculum, THEN low-income, English learner, and Foster Youth students will receive appropriate grade-level instruction with the necessary Tier II and Tier III supports to ensure the improved academic success; MAP Growth Assessment, and Summative ELPAC Assessment will be used to measure the growth of the students groups. |

3.5	Implementation of assessment and monitoring system	Prior to COVID-19, only 86% of students in assessed grades completed the NWEA assessment. High-need students, such as emergent multilingual students and students who qualify for free or reduced lunch, had lower participation rates for the NWEA assessment. Therefore, teachers and site leaders did not have the data points to monitor the progress students have made academically.	IF we fully implement an assessment and monitoring system, THEN staff will have the data points needed in order to adjust instruction based on the unique needs of the class and students and we will see an increase in assessment participation rate.
3.6	Refine and Implement the Madera Learning System (MLS)	This action was primarily created to help teachers address the gaps that were identified at the beginning of this section. Historically, Madera Unified has never had a local-level accountability system. The California accountability was the system used by the district. However, when California suspended the California State Test (CST) for a number of years, Madera Unified did not adjust and adapt to a local system. Therefore, student achievement suffered, especially for students with the highest needs. Only 21% of students who qualified for free or reduced lunch were ready or exceeding readiness in Reading and only 15% in Math. Any funds not spent during the 20-21 will be carried over to the 21-22 school year to provide increased services to our high-need students. Evidence of the effectiveness of this action can be found by looking at the increase in graduation rate during the 2019-20 school year. Madera Unified has a 92.3% graduation rate, the highest graduation rate in the history of the district. The rate represents a 2.8% increase from the prior year.	IF we refine and implement the Madera Learning System, THEN staff leadership will focus their attention on attending to the Madera Learning System achievement areas such as Academics, Engagement, and Management. We will see an increase in Local Assessment results, Graduation Rate, College & Career Readiness rate, and Attendance rate.
3.7	Create a daily schedule that enables all students to meet the "Prepared" indicator on the California College and Career Indicator	MUSD worked collaboratively with our union partners to approve a seven period traditional day in MIddle School for the 2022-23 and 2023-24 school year. The seven period day was necessary to provide English Learner, Students with Disabilities, Credit Deficient students and others an opportunity to meet their core program requirements and also the CCI indicator. By adding a seven period day the student groups listed above were able to access additional	IF MUSD establishes a seven period day in Middle School, THEN English learner, students with disabilities, and credit deficient students will be able to access elective courses and prepare them for high school career pathway courses. This access to CTE pathway courses will lead to an increase in the number of students meeting the requirements set forth by the state of "College

		opportunities to enroll ineffective courses that on a six period day would be impossible. MUSD is currently working with the high schools to gain a 7 period day for the 2024-25 school year.	and Career Ready".
3.11	Professional Learning and Support for Staff working directly with MUSD Newcomers TK-12	Newcomers in their first years at U.S. schools are an underserved group of students who generally require specialized academic instruction and social services to succeed in school. However, Newcomers can succeed in school with specialized curriculum and instruction, administrative practices, social-emotional learning, and community engagement. Madera Unified has made a commitment to better serve our Newcomer population in order to create greater opportunities for success in schools in Madera.	IF Madera Unified prioritizes specialized training, establishes a supportive network, and provides resources and materials, THEN this focused support will empower educators to better understand and address the unique needs of Newcomer students, leading to improved academic outcomes, socio-emotional well-being, and overall success in their educational journey. MUSD will look at the following local and state measures to identify the effectiveness of this new action: MAP Growth, Summative ELPAC, Panorama Student Engagement data, and the language acquisition and development of our Newcomer students through the English Learner Performance Indicator (ELPI).
4.1	Re-establish New Teacher Support and Mentor Program	New teachers to Madera Unified had new teacher orientation days and were provided with professional development, coaching, and support through the Beginning Teacher Support Assessment (BTSA) program. The program did not provide new teachers with adequate job-embedded professional development to ensure their success. Therefore, new teachers have greater difficulty with providing students with high-quality first instruction. Furthermore, higher percentages of new teachers teach at school sites with the greatest number of high need students. High-need students will benefit from improvements made to the BTSA program through job-embedded mentors because students will receive better quality first instruction.	IF we re-establish the New Teacher Support and Mentor program, THEN new Teachers will be provided with a mentor teacher to coach, support and ensure novice teachers are provided with the support they need to succeed. MUSD will monitor the success of this program annually by reviewing the number of teacher non-reelects and resignations of teachers with less than three years of teaching. MUSD expects to see a decrease in the number teachers being non-reelected and/or resigning due to the implementation of this program.

4.2	Create a professional development system for the Mentor Teacher Support Program	This action was primarily created to help teachers address the gaps that were identified at the beginning of this section. Mentor Teachers need to be provided coaching and support to be a quality mentor teacher to new teachers in Madera Unified. Historically, Mentor Teachers were not afforded organized, professional development to build their capacity as a mentor.	IF we create a professional development system for the mentor teacher support program, THEN Mentor Teachers will be more effective in their role, and new teachers will have better outcomes. We will see an increase in students graduating prepared for college and career.
4.3	Hire Teachers focused on providing students with enrichment courses such as VAPA (Art), STEM, and Music, including CTE for 8th graders at MadTEC	40 additional STEM, Art, and Music teachers will be hired to provide access to these types of subjects at the elementary level. Furthermore, teachers at MadTEC will provide students with project-based learning. State Board of Education President Linda Darling Hammond recently released a document titled "Accelerating Learning As We Build Back Better" based on research. Dr. Hammond shares a number of recommendations for improving student learning. One of the main recommendations states the following: "Engage in outdoor play and exercise, expressive arts, and collaborative activities that support brain development and learning;" This action directly helps our district to implement the recommendation from Dr. Hammond.	IF we hire teachers focused on providing students with enrichment courses such as VAPA, STEM, and Music, THEN students will have increased engagement and teachers will be provided with additional preparation and planning time. We will see an increase in attendance rate and a decrease in chronic absenteeism rate.
4.5	Recruit and retain counselors, PE, VAPA (Music) teachers, and school support staff.	MUSD is committed to providing coursework daily to students in Arts, Music, Science, Technology, Engineering, and Math (STEM) across all grade levels K-12. Research states how important this type of coursework is to stimulating student engagement and learning. Furthermore, high-need (Socioeconomically disadvantaged, English learner, Foster Youth, and Migrant) students need to have access to high-quality counseling, and other support staff focused on social-emotional learning. High-need students have historically not been afforded access to or have utilized both mental and social-emotional health counseling and therapy services. Madera Unified plans to create a private school experience by providing this learning experience as an option. State Board of Education President	IF we recruit and retain highly qualified support staff, THEN teachers and site leaders can focus their attention on improving instruction in the classroom, and students will have increased engagement. We will see an increase in graduation rate and college and career readiness rate.

		Linda Darling Hammond recently released a document titled "Accelerating Learning As We Build Back Better" based on research. Dr. Hammond shares a number of recommendations for improving student learning. One of the main recommendations states the following: "Engage in outdoor play and exercise, expressive arts, and collaborative activities that support brain development and learning;" This action directly helps our district to implement the recommendation from Dr. Hammond.	
4.6	Recruit and retain safety and health staff	Madera Unified has had difficulty filling key roles for the district to function with high quality. For example, it has been challenging to hire Nurses, especially due to the global pandemic. The safety and health staff create spaces for students to be safe and healthy at school. Low income, emergent multilingual (English learners) foster youth students have higher absenteeism rates than other student groups, adversely impacting their overall achievement in schools. 43% of all students were chronically absent during the 21-22 school year. Low-income, emergent multilingual (English learners) foster youth students saw an even higher chronic absenteeism rate. The majority of the absences are due to illness (COVID-19, mental and physical health). A fully staffed safety and health staff team will support students and families next school year.	IF Madera Unified is able to recruit and retain safety and health staff, THEN student attendance will increase AND low-income, emergent multilingual (English learners) foster youth students will make improvements to their overall academic achievement as evidenced by the local and state assessments given annually. MUSD will also look at school safety survey data from the annual Panorama Survey given to parents and teachers.
4.7	Additional support staff based on socio-emotional / behavioral / academic / attendance needs by the site to create and sustain emotionally and physically safe learning spaces for all students and their families.	Madera Unified recognizes the need to add additional support staff; that way, the school district can address the diverse needs of students and their families. These professionals can provide targeted interventions and support systems to promote positive socio-emotional well-being, address behavioral challenges, enhance academic achievement, and improve attendance rates.	IF Madera Unified is able to add additional support staff based on specific needs at each site, THEN MUSD will see improved student engagement, a decrease in chronic absenteeism, improved parent satisfaction, and an improvement in the students and staff satisfaction around school safety. MUSD will utilize the Panorama Survey and also weekly absenteeism reports published within the district.

| 5.7 | Design & Implement Student Champion Course | Every employee in Madera Unified is called to be a Student Champion. In March of 2019, the Board of Education adopted both the [Community Compact](#) and [Student Champion](#) documents. The Student Champion Course is Madera Unified's custom course that all employees are required to complete across the district. Once employees complete the course, they will sign a pledge committing to being a Student Champion in Madera Unified. Many low-income, emergent multilingual (English learners), foster youth, foster youth students come from families with significantly different experiences and cultural backgrounds than the staff employed to serve the families. This makes it more challenging for strong relationships to be built with all students in Madera Unified. The Student Champion Course will provide all employees with foundational tools to be able to build strong relationships and model what it means to be a student champion. | IF all Madera Unified employees complete the student champion course, THEN employees across the district will have the foundational knowledge on what it means to be a student champion AND all students, especially low income, emergent multilingual (English learners), foster youth students will have stronger relationships with teachers and support staff at their respective school and across the district. |

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

The required percentage to increase or improve services for the 2022-23 school year started as 41.52% plus 3.21% carryover from 2021-22. As of July 1st, 2022, the budgeted amount was $86,514,996 or 46.48%, the district planned to exceed the required 44.73%. With the recalculation of the LCFF throughout the year, the required percentage to increase or improve these services changed to 44.85%. According to our Estimated Actual expenditures our final percentage was 44.67% or $88,661,171. The district was very close meeting the required percentage and .18% will carryover to 2023-24.

In Fiscal Year 2023-24, the required percentage is 41.57% plus the .18% carryover, for a total percentage of 41.75%. The district has budgeted $93,530,083 or 44.15% exceeding the required percentage to increase/improve services to our Emergent Multilingual (English learner), foster youth and/or low-income students, as summarized in the prompt above and each action description within the Local Control Accountability Plan. By specifically sharing how each action is principally directed and effective in the actions description exceeds requirements for the "principally directed and effective threshold" as well as contributing towards meeting the minimum proportionality percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learners, foster youth, and/or low-income students by the percentage indicated above, as explained in the language of each unique action. We are using the increased funding to increase and improve services as described for our district-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis.

Action	Action Title
1.2	Implementation of Full Day Preschool at La Vina Elementary School
1.5	Increase instructional minutes for kindergarten students
1.9	Identify and integrate resources and services from the community to strengthen school programs, family practices, and 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.
1.11	Universal Transitional Kindergarten (TK) expansion
2.1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences, and background
2.2	Develop an Inclusive and Equitable Culture
2.3	Develop systems to pair teachers based on student needs (limited)
2.6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards
2.8	Continue reducing the average class size and eliminate the need for combo classes
2.9	Maintain and Expand Interpretation and Translation Services
2.10	Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant
2.11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)
2.13	Increase both instructional and planning time for teachers
2.14	Development and implementation of Parent Champion Workshop series
2.15	Support parents of K-6th emergent Multilingual (English Learners) students in getting reclassified by 6th grade.
2.18	Implement and Maintain the Cal-Safe program
2.23	Newcomers Program and Services for students and families (limited)
2.26	Expanding learning opportunities for Migrant students
3.1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready
3.3	Implementation of Board approved guaranteed and viable curriculum
3.5	Implementation of assessment and monitoring system

3.6	Refine and Implement the Madera Learning System (MLS)
3.7	Develop and implement of 7 period day in middle and high school
3.11	Professional Learning and support for staff working directly with MUSD Newcomers TK-12
4.1	Re-establish New Teacher Support and Mentor Program
4.2	Create a professional development system for the Mentor Teacher Support Program
4.3	Hire Teachers focused on providing students with enrichment courses such as VAPA (Art), STEM and Music, including CTE for 8th graders at MadTEC
4.5	Recruit and retain counselors, PE, VAPA (Music) teachers and school support staff
4.6	Recruit and retain safety and health staff
4.7	Additional support staff based on socio-emotional / behavioral / academic / attendance needs by site to create and sustain emotionally and physically safe learning spaces for all students and their families
5.7	Design & Implement Student Champion Course

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 Emergent Multilingual (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 $10 million. The increase of $10 million will be used in conjunction with other funding to fund the following actions; goal 1.9 - identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning development and goal (added 3 FTE) 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 (approx. $1 million) (added 2 FTE), goal 2.15 - Support parents of K-6th emergent Multilingual (English Learners) students in getting reclassified by 6th grade and goal 2.18 - Implement and Maintain Cal-Safe program (approx. $1 million) and goal 4.6 -Recruit and retain the safety and health staff ($9 million) (added 71 FTE). All Madera Unified schools have more than 55% of students who are considered low-income, emergent multilingual (English learners), and 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 - 30.5 Middle - 34.5 High - 27.7
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary - 15.6 Middle - 16.3 High - 17.4

Local Control and Accountability Plan (LCAP) Action Tables

Developed by the California Department of Education, March 2022

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$297,307,000	$54,143,151	$8,830,762	$61,792,018	$422,072,931	$297,671,807	$124,401,124

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Partner with community agencies and promote early childhood development classes at our Parent Resource Center	Preschoolers	$ -	$1,777,121	$ -	$ -	$1,777,121
1	2	Implementation of Full Day Preschool at La Vina Elementary School	Preschoolers	$88,783	$122,975	$ -	$ -	$211,758
1	3	Recruit and retain highly qualified early childhood education teachers.	Preschoolers	$ -	$1,219,765	$ -	$ -	$1,219,765
1	4	Provide play-based learning and standards-aligned curricula	Preschoolers	$ -	$196,525	$ -	$ -	$196,525
1	5	Maintain Full Day instructional minutes for Kindergarten students	Kindergarten	$4,631,678	$ -	$ -	$ -	$4,631,678
1	6	Set aside time weekly for teachers collaboration time	Preschoolers	$ -	$26,269	$ -	$ -	$26,269
1	7	Build a Madera "Lighthouse For Children"	Preschoolers	$ -	$ -	$ -	$ -	$ -
1	8	Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community	Preschoolers	$ -	$8,100	$ -	$ -	$8,100

1	9	Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning development	All Students	$797,951	$ -	$ -	$ -	$797,951
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.	All Students	$402,019	$ -	$ -	$ -	$402,019
1	11	Universal Transitional Kindergarten (TK) expansion	Kindergarten	$1,183,910	$826,303	$ -	$ -	$2,010,213
1	12	Expansion of California State Preschool Programs	Preschoolers	$ -	$80,000	$ -	$ -	$80,000
2	1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	All Students	$6,221,384	$ -	$ -	$ -	$6,221,384
2	2	Develop an Inclusive and Equitable Culture	All Students	$700,636	$ -	$ -	$ -	$700,636
2	3	Develop systems to pair teachers based on student needs	Low Income, Foster Youth, English Learner	$20,000	$ -	$ -	$ -	$20,000
2	4	Maintain and Increase Extended Learning Opportunities for Students	All Students	$ -	$6,846,405	$ -	$2,360,128	$9,206,533
2	5	Implementation Site Specific Intervention Resources using Title I funds	Low Income, Foster Youth, English Learner	$ -	$ -	$ -	$3,842,624	$3,842,624
2	6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	English Learner	$125,626	$ -	$ -	$881,428	$1,007,054
2	7	Maintain and Expand Educational Services to Special Education Students	SWD Students	$26,628,131	$ -	$6,250,762	$1,337,100	$34,215,993
2	8	Continue reducing the average class size and eliminate the need for combo classes	Elementary Students	$1,419,370	$ -	$ -	$ -	$1,419,370
2	9	Maintain and Expand Interpretation and Translation Services	English Learner and SWD	$728,290	$ -	$ -	$ -	$728,290
2	10	Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant	Elementary Students	$4,382,985	$ -	$ -	$ -	$4,382,985 $2,932,710
2	11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	English Learner	$1,178,647	$ -	$ -	$ -	$1,178,647

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.	Elementary Students	$ -	$ -	$2,500,000	$ -	$2,500,000
2	13	Increase both instructional and planning time for teachers	All Students	$8,004,445	$ -	$ -	$ -	$8,004,445
2	14	Development and implementation of Parent Champion Workshop series	All Students	$12,000	$ -	$ -	$ -	$12,000
2	15	Support parents of K-6th emergent Multilingual (English Learners) students in getting reclassified by 6th grade	Elementary English Learner Students	$125,626	$ -	$ -	$ -	$125,626
2	16	Provide Teachers with Additional Pay for Tutoring during extended learning times	All Students	$ -	$540,000	$ -	$ -	$540,000
2	17	Maintain the attendance Call Center	All Students	$ -	$ -	$ -	$ -	$ -
2	18	Implement and Maintain Cal-Safe program	High School students	$728,380	$ -	$ -	$ -	$728,380
2	19	California Community School Partnership Program Grants	All Students	$ -	$2,297,715	$ -	$ -	$2,297,715
2	20	School Climate Transformation Grant	All Students	$ -	$ -	$ -	$643,396	$643,396
2	21	School Based Mental Health Grant	All Students	$ -	$ -	$ -	$1,262,350	$1,262,350
2	22	Provide Transportation services at no cost to all students meeting the eligibility requirements	All Students	$7,108,923	$ -	$ -	$ -	$7,108,923
2	23	Newcomers Program and Services for students and families	Newcomers	$587,467	$ -	$ -	$ -	$587,467
2	24	Acquire Facilities and Develop Programs using Expanding Learning Opportunities Programs	All Students	$ -	$15,000,000	$ -	$ -	$15,000,000
2	25	Expand and Monitor metrics to improve the College and Career Indicator (CCI)	Middle and High School Students	$ -	$536,677	$ -	$ -	$536,677
2	26	Expanding Learning Opportunities for Migrant Students	Migrant and Low Income Students	$200,842	$ -	$ -	$362,846	$563,688
3	1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	All Students	$3,303,116	$ -	$ -	$48,364	$3,351,480
3	2	Create an instructional system based upon the feedback received from the WestEd curriculum audit study.	All Students	$ -	$ -	$ -	$867,794	$867,794
3	3	Implementation of Board approved guaranteed and viable curriculum	All Students	$5,985,684	$ -	$ -	$48,364	$6,034,048
3	4	Identify and select of common	All Students	$ -	$ -	$ -	$262,383	$262,383

		best practices for Instruction						
3	5	Implementation of assessment and monitoring system	All Students	$1,330,451	$ -	$ -	$104,356	$1,434,807
3	6	Refine and Implement the Madera Learning System (MLS)	All Students	$1,116,561	$ -	$ -	$ -	$1,116,561
3	7	Develop and implement of 7 period day in Middle Schools	All Students	$1,740,939	$ -	$ -	$ -	$1,740,939
3	8	Implementation of additional credit recovery sections to be offered in 0 to 7th period	High School Students	$ -	$ -	$ -	$ -	$ -
3	9	Implementation of additional credit recovery sections to be offered in 0 to 7th period	High School Students	$ -	$900,000	$ -	$ -	$900,000
3	10	Implement and expand summer school opportunities	All Students	$ -	$4,102,180	$ -	$ -	$4,102,180
3	11	Professional Learning and Support for staff working directly with Newcomer Students TK-12	Newcomers	$100,000	$ -	$ -	$ -	$100,000
3	12	Advanced Learning Academy at all Elementary Schools	Elementary students	$ -	$100,000	$ -	$ -	$100,000
4	1	Re-establish and Maintain the Teacher Support and Mentor Program	All Students	$152,317	$ -	$ -	$1,979,744	$2,132,061
4	2	Create a professional development system for the Mentor Teacher Support Program	All Students	$306,712	$ -	$ -	$1,979,744	$2,286,456
4	3	Hire Teachers focused on providing students with specialty courses such as VAPA, STEM and Music, including CTE for 8th graders at MadTEC	Elementary & 8th Grade	$3,471,358	$ -	$ -	$2,429,815	$5,901,173
4	4	Recruit and retain teachers	All Students	$64,797,261	$ -	$ -	$ -	$64,797,261
4	5	Recruit and retain counselors, PE, VAPA teachers and school support staff	All Students	$12,740,651	$ -	$ -	$ -	$12,740,651
4	6	Recruit and retain safety and health staff	All Students	$15,068,434	$ -	$ -	$ -	$15,068,434
4	7	Additional support staff based on socio-emotional / behavioral / academic / attendance needs by site to create and sustain emotionally and physically safe learning spaces for all students and their families	All Students	$11,300,837	$ -	$ -	$ -	$11,300,837
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	All Students	$ -	$ -	$ -	$ -	$ -
5	2	Redesign the school day to build embedded professional learning opportunities including collaboration within and	Elementary Students	$ -	$ -	$ -	$2,429,815	$2,429,815

		between sites						
5	3	Provide professional learning in order for individuals to progress and/or enter the career ladder	All Students	$ -	$ -	$ -	$1,911,422	$1,911,422
5	4	Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities	All Students	$ -	$440,000	$ -	$ -	$440,000
5	5	Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve	All Students	$ -	$ -	$ -	$ -	$ -
5	6	Hire permanent substitute teachers	All Students	$ -	$2,328,153	$ -	$ -	$2,328,153
5	7	Design & Implement Student Champion Course	All Students	$5,000	$ -	$ -	$ -	$5,000
5	8	Offer Staff Wellness Courses	All Students	$ -	$ -	$ -	$ -	$ -
5	9	Develop career ladder for Classified staff with a emphasis on transitioning paraprofessionals to become certified teachers	All Students	$ -	$120,000	$ -	$ -	$120,000
6	1	Operational Services	All Students	$110,610,586	$16,674,963	$80,000	$20,678,160	$148,043,709
6	2	Child Nutrition Services	All Students	$ -	$ -	$ -	$18,362,185	$18,362,185

2023-24 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
$ 211,852,244	$ 88,058,504	41.57%	0.18%	41.75%	$ 93,530,083	0.00%	44.15%	**Total:**	$ 93,525,083
								LEA-wide Total:	$ 82,601,114
								Limited Total:	$ 607,467
								Schoolwide Total:	$ 10,316,502

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 (%)
1.2	Implementation of Full Day Preschool at La Vina Elementary School	Yes	Schoolwide	N/A	Elementary	$ 88,783	0.00%
1.5	Maintain Full Day instructional minutes for Kindergarten students	Yes	LEA-wide	N/A	Elementary	$ 4,631,678	0.00%
1.9	Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning development	Yes	LEA-wide	N/A	All	$ 797,951	0.00%
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	LEA-wide	N/A	All	$ 402,019	0.00%
1.11	Universal Transitional Kindergarten (TK) expansion	Yes	LEA-wide	N/A	Elementary	$ 1,183,910	0.00%
2.1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	Yes	LEA-wide	All	All	$ 6,221,384	0.00%
2.2	Develop an Inclusive and Equitable Culture	Yes	LEA-wide	All	All	$ 700,636	0.00%
2.3	Develop systems to pair teachers based on student needs	Yes	Limited	N/A	All	$ 20,000	0.00%
2.6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	Yes	LEA-wide	English Learners	All	$ 125,626	0.00%

2.8	Continue reducing the average class size in 4th Grade to 30:1 ratio	Yes	Schoolwide	All	Elementary	$ 1,419,370	0.00%
2.9	Maintain and Expand Interpretation and Translation Services	Yes	LEA-wide	English Learners	All	$ 728,290	0.00%
2.10	Increase the number of paraprofessionals to support students	Yes	Schoolwide	All	Elementary	$ 4,382,985	0.00%
2.11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	Yes	LEA-wide	English Learners	All	$ 1,178,647	0.00%
2.13	Increase both instructional and planning time for teachers	Yes	LEA-wide	All	All	$ 8,004,445	0.00%
2.14	Develop and Implement workshops to inform Parents to successfully understand MUSD Programs	Yes	LEA-wide	All	All	$ 12,000	0.00%
2.15	Support parents of K-6th emergent Multilingual (English Learners) students in getting reclassified by 6th grade	Yes	Schoolwide	All	Elementary	$ 125,626	0.00%
2.18	Implement and Maintain Cal-Safe program	Yes	Schoolwide	All	High School	$ 728,380	0.00%
2. 22	Provide Transportation services at no cost to all students meeting the eligibility requirements	Yes	LEA-wide	All	All	$ 7,108,923	0.00%
2. 23	Newcomers Program and Services for students and families	Yes	Limited	English Learners		$ 587,467	0.00%
2. 26	Expanding Learning Opportunities for Migrant Students	Yes	LEA-wide	All	All	$ 200,842	0.00%
3.1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	Yes	LEA-wide	All	All	$ 3,303,116	0.00%
3.3	Implementation of Board approved guaranteed and viable curriculum	Yes	LEA-wide	All	All	$ 5,985,684	0.00%
3.5	Implementation of assessment and monitoring system	Yes	LEA-wide	All	All	$ 1,330,451	0.00%
3.6	Refine and Implement the Madera Learning System (MLS)	Yes	LEA-wide	All	All	$ 1,116,561	0.00%
3.11	Professional Learning and Support for staff working directly with Newcomer Students TK-12	Yes	Schoolwide	English Learners		$ 100,000	0.00%
4.1	Re-establish and Maintain the Teacher Support and Mentor Program	Yes	LEA-wide	All	All	$ 152,317	0.00%
4.2	Create a professional development system for the Mentor Teacher Support Program	Yes	LEA-wide	All	All	$ 306,712	0.00%
4.3	Hire Teachers focused on providing students with specialty courses such as	Yes	Schoolwide	All	Elementary & 8th Grade	$ 3,471,358	0.00%

	VAPA, STEM and Music, including CTE for 8th graders at MadTEC						123
4.5	Recruit and retain Counselors, PE, and VAPA teachers	Yes	LEA-wide	All	All	$ 12,740,651	0.00%
4.6	Recruit and retain safety and health staff	Yes	LEA-wide	All	All	$ 15,068,434	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	LEA-wide	N/A	All	$ 11,300,837	0.00%
5.7	Design & Implement Student Champion Course	Yes	LEA-wide	N/A	All	$ 5,000	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 366,744,265.00	$ 379,052,837.00

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	$ 1,111,497	$ 1,898,473
1	2	Implementation of Full Day Preschool at La Vina Elementary School	Yes	$ 225,860	$ 179,117
1	3	Recruit and retain highly qualified early childhood education teachers.	No	$ 1,487,477	$ 1,027,751
1	4	Provide play-based learning and standards-aligned curricula	No	$ 150,000	$ 165,759
1	5	Increase instructional minutes for Kindergarten students	Yes	$ 4,147,182	$ 4,331,407
1	6	Set aside time weekly for teachers collaboration time	No	$ 50,000	$ 77,618
1	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	$ 5,100	$ 4,911
1	9	Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning development	Yes	$ 789,764	$ 528,633
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	$ 372,345	$ 286,341
1	11	Universal Transitional Kindergarten (TK) expansion	Yes	$ 314,633	$ 542,939
1	12	Expansion of California State Preschool Programs	No	$ 162,600	$ 81,401
2	1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	Yes	$ 13,026,552	$ 12,802,747
2	2	Develop an Inclusive and Equitable Culture	Yes	$ 448,685	$ 198,949
2	3	Develop systems to pair teachers based on student needs	Yes	$ 90,000	$ 48,964

2	4	Maintain and Increase Extended Learning Opportunities for Students	No	$ 10,866,893	$ 12,582,562
2	5	Implementation of Site Specific Intervention Budget	No	$ 3,850,285	$ 3,243,796
2	6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	Yes	$ 916,829	$ 1,111,355
2	7	Maintain and Expand Educational Services to Special Education Students	No	$ 29,763,167	$ 28,048,962
2	8	Continue reducing the average class size and eliminate the need for combo classes	Yes	$ 1,842,528	$ 1,847,765
2	9	Maintain and Expand Interpretation and Translation Services	Yes	$ 669,104	$ 673,334
2	10	Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant	Yes	$ 2,932,710	$ 4,331,346
2	11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	Yes	$ 638,460	$ 524,650
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	$ 1,780,046
2	13	Increase both instructional and planning time for teachers	Yes	$ 12,489,135	$ 12,009,663
2	14	Development and implementation of Parent Champion Workshop series	Yes	$ 100,000	$ 968,156
2	15	Support parents of K-6th emergent Multilingual (English Learners) students in getting reclassified by 6th grade	Yes	$ 120,310	$ 114,563
2	16	Provide Teachers with Additional Pay for Tutoring during extended learning times	No	$ 1,980,000	$ 1,213,299
2	17	Maintain the attendance Call Center	No	$ 1,802,664	$ 603,991
2	18	Implement and Maintain Cal-Safe program	Yes	$ 937,848	$ 604,229
3	1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	Yes	$ 3,290,601	$ 3,221,193
3	2	Create an instructional system based upon the feedback received from the WestEd curriculum audit study.	No	$ 1,034,819	$ 1,207,110
3	3	Implementation of Board approved guaranteed and viable curriculum	Yes	$ 5,845,730	$ 4,991,617
3	4	Identify and select of common best practices for Instruction	No	$ 635,581	$ 557,016
3	5	Implementation of assessment and monitoring system	Yes	$ 1,211,932	$ 1,240,832

3	6	Refine and Implement the Madera Learning System (MLS)	Yes	$ 1617,375	$ 792,998
3	7	Develop and implement of 7 period day in middle and high school	No	$ 720,000	$ 344,048
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	$ -	$ -
3	10	Implement and expand summer school opportunities	No	$ 10,565,071	$ 10,513,220
4	1	Re-establish New Teacher Support and Mentor Program	Yes	$ 1,634,368	$ 1,227,671
4	2	Create a professional development system for the Mentor Teacher Support Program	Yes	$ 1,783,656	$ 1,547,661
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	$ 5,322,463	$ 5,329,363
4	4	Recruit and retain teachers	No	$ 50,416,818	$ 49,427,499
4	5	Recruit and retain counselors, PE, VAPA teachers and school support staff	Yes	$ 24,081,422	$ 25,453,298
4	6	Recruit and retain safety and health staff	Yes	$ 9,235,572	$ 9,978,477
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	$ 100,000	$ 100,000
5	2	Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites	No	$ 2,330,692	$ 2,254,833
5	3	Provide professional learning in order for individuals to progress and/or enter the career ladder	No	$ 2,569,651	$ 2,465,693
5	4	Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities	No	$ 299,911	$ 440,562
5	5	Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve	No	$ 50,000	$ 35,968
5	6	Hire permanent substitute teachers	No	$ 2,829,655	$ 2,978,961
5	7	Design & Implement Student Champion Course	Yes	$ 1,500,000	$ 1,993,020
5	8	Offer Staff Wellness Courses	No	$ 100,000	$ -
5	9	Develop career ladder with a emphasis on transitioning paraprofessionals to become certified teachers	No	$ 96,000	$ 113,713
6	1	Operational Services	No	$ 130,400,474	$ 145,679,157
6	2	Child Nutrition Services	No	$ 15,280,846	$ 15,326,200

2022-23 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)
$ 82,648,168	$ 86,514,996	$ 88,661,171	$ (2,146,175)	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	2	Implementation of Full Day Preschool at La Vina Elementary School	Yes	$ -	$ 179,117.00	0.00%	0.00%
1	5	Increase instructional minutes for Kindergarten students	Yes	$ 4,147,182	$ 4,331,407.00	0.00%	0.00%
1	9	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning development	Yes	$ 789,764	$ 528,633.00	0.00%	0.00%
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	$ 372,345	$ 286,341.00	0.00%	0.00%
1	11	Universal Transitional Kindergarten (TK) expansion	Yes	$ -	$ 186,386.00	0.00%	0.00%
2	1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	Yes	$ 13,026,552	$ 12,802,747.00	0.00%	0.00%
2	2	Develop an Inclusive and Equitable Culture	Yes	$ 448,685	$ 198,949.00	0.00%	0.00%

2	3	Develop systems to pair teachers based on student needs	Yes	$ 90,000	$ 48,964.00	0.00%	0.00%
2	6	Support all emergent multilingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards	Yes	$ 120,310	$ 114,563.00	0.00%	0.00%
2	8	Continue reducing the average class size and eliminate the need for combo classes	Yes	$ 1,842,528	$ 1,847,765.00	0.00%	0.00%
2	9	Maintain and Expand Interpretation and Translation Services	Yes	$ 669,104	$ 673,334.00	0.00%	0.00%
2	10	Increase the number of paraprofessionals to support students through Expanded Learning Opportunities Grant	Yes	$ 2,306,284	$ 3,670,781.00	0.00%	0.00%
2	11	Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)	Yes	$ 638,460	$ 524,650.00	0.00%	0.00%
2	13	Increase both instructional and planning time for teachers	Yes	$ 12,489,135	$ 12,009,663.00	0.00%	0.00%
2	14	Development and implementation of Parent Champion Workshop series	Yes	$ 100,000	$ 968,156.00	0.00%	0.00%
2	15	Support parents of K-6th emergent Multilingual (English Learners) students in getting reclassified by 6th grade	Yes	$ 120,310	$ 114,563.00	0.00%	0.00%
2	18	Implement and Maintain Cal-Safe program	Yes	$ 937,848	$ 604,229.00	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	$ 2,991,876	$ 3,024,175.00	0.00%	0.00%
3	3	Implementation of Board approved guaranteed and viable curriculum	Yes	$ 5,639,196	$ 4,824,139.00	0.00%	0.00%
3	5	Implementation of assessment and monitoring system	Yes	$ 1,123,433	$ 1,143,877.00	0.00%	0.00%
3	6	Refine and Implement the Madera Learning System (MLS)	Yes	$ 1,617,375	$ 792,998.00	0.00%	0.00%
4	1	Re-establish New Teacher Support and Mentor Program	Yes	$ 143,278	$ 132,920.00	0.00%	0.00%
4	2	Create a professional development system for the	Yes	$ 292,566	$ 452,910.00	0.00%	0.00%

		Mentor Teacher Support Program					
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	$ 2,991,771	$ 3,074,530.00	0.00%	0.00%
4	5	Recruit and retain counselors, PE, VAPA teachers and school support staff	Yes	$ 24,081,422	$ 25,453,298.00	0.00%	0.00%
4	6	Recruit and retain safety and health staff	Yes	$ 9,235,572	$ 9,978,477.00	0.00%	0.00%
5	7	Design & Implement Student Champion Course	Yes	$ 300,000	$ 693,599.00	0.00%	0.00%

2022-23 LCFF Carryover 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)
$198,470,719	$82,648,168	3.21%	44.85%	$88,661,171	0.00%	44.67%	$357,907.08	0.18%

Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions,' 'Data Input,' 'Narrative Responses,' 'Template', and 'Accessibility.' The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with information. The tabs 'Title Page,' 'Instructions,' 'Data Input,' and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing," or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' on the lower left-hand side.

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

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number, and email address) in the corresponding blue boxes.

Coming to LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code* (*EC*) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low-income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.
- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for activity in another fund. For further information, please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.
- **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double-click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

- **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

- **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear, and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

- **Brief description for actual expenditures for high-needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear, and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

California Department of Education
December 2021

LCAP Template Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the 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 ten 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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect

comprehensive strategic planning, (b) through meaningful engagement with educational partners that (c) meet 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section, emphasizing the purpose that each section serves.

Plan Summary

Purpose
A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and

performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data, including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

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 the statute, such engagement should support comprehensive strategic planning, 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 at the forefront when completing this section.

Statutes and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts, and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

The statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site

councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

> **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, present the local control and accountability plan to the English learner parent advisory committee in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to 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 should 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 should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data-intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focused goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focused goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the

performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of and improving outcomes for this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of and improve outcomes for the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only apply to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance and the school(s) that lead to identification may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of and improving outcomes for the students enrolled at the low-performing school or schools.

An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect the narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recently available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

● **Metric**: Indicate how progress is being measured using a metric.

● **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

● **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above

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● **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

● **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

● **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)

Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative, but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student student group must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures 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 dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for a 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.

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

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

Purpose

A well-written Increased or Improved Services section provides 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 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.

Requirements and Instructions

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 low-income, foster youth and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 specified the percentage. This is the LEAs 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:

For each action being provided to an entire school or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how are insufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis, and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:
Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also, describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:
School Districts must identify in the description those actions being funded and provided on a schoolwide basis and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality, and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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

Action Tables

Complete the Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year, and 2021–22 will be the current LCAP Year.

Data Entry Table,

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body but is not required to be included. In the Data Entry Table, 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).
  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of action may be LEA-wide (i.e., districtwide, countywide, or charter-wide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- ○ **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- ○ **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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).
  - ○ **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.
- **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.
  - ○ 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 contributions 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 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 Service 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 displayed. 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 displayed. 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:

- **Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive 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%).
  - 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 the 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.

LCFF Carryover Table

- **Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **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 the 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) are equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between the Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

1. 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.

2. Total Planned Contributing Expenditures (LCFF Funds)

   o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

3. Total Estimated Actual Expenditures for Contributing Actions

   o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

4. 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

6. Total Estimated Actual Percentage of Improved Services (%)

   o This amount is the total of the Estimated Actual Percentage of Improved Services column

7. 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 + 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 are 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).

California Department of Education
January 2022

Local Control and Accountability Plan (LCAP) Action Tables Data Entry Instructions

These instructions are provided to assist local educational agencies (LEAs) using the Microsoft© Excel Spreadsheets to complete the Action Tables for the 2023–24 LCAP.

The LCAP Action Tables Template is available on the California Department of Education's (CDE's) LCAP web page at https://www.cde.ca.gov/re/lc/. Ensure that you are using the most recent version of the Action tables by downloading the Excel file to your computer and comparing the date on the Title Page to the file you are using. The most recent version of the Action Tables file is from March 2022.

Introduction

Along the bottom of the workbook, there are seven tabs; these tabs are titled:

- 'Title Page,'
- 'Data Entry Table',
- 'Total Expenditures Table',
- 'Contributing Actions Table',
- 'Annual Update (AU) Table',
- 'Contributing Actions AU Table' and
- 'LCFF Carryover Table'.

The LEA will enter data in the 'Data Entry Table', 'Annual Update (AU) Table', 'Contributing Actions AU Table', and the 'LCFF Carryover Table' tabs. This data will automatically populate the other pages of the Action Tables with the information. With the exception of the Data Entry 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 'Title Page' and 'Data Entry Table' are "inward facing" and are intended for use by LEA personnel. The information contained in the following remaining tabs is 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 2023–24 LCAP, 2023–24 will be the coming LCAP Year, and 2022–23 will be the current LCAP Year. The following instructions are for LEAs using the Excel file for the first time. LEAs that utilized the Excel file for the 2022–23 LCAP may skip ahead to the "Annual Update Table Instructions" on page 3.

Data Entry Table Instructions

Ensure that you are on the 'Data Entry Table' worksheet by clicking on the 'Data Entry Table' tab on the lower left-hand side.

- **LCAP Year**: Input "2022–23" to start.
- **1. Projected LCFF Base Grant**: Input the total amount of LCFF funding the LEA estimates it will receive for the 2022–23 school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Input the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the 2022–23 school 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%).
- The following sections should reflect what was submitted with the 2022–23 LCAP (see pages 18-19 of the LCAP template instructions for more information):
    - Goal #
    - Action #
    - Action Title
    - Student Group(s)
    - Contributing to Increased or Improved Services?
        - If "Yes" is entered into the Contributing column, then the following columns should be completed:
            - Scope
            - Unduplicated Student Group(s)
            - Location
    - Time Span

- Total Personnel
- Total Non-Personnel
- LCFF Funds
- Other State Funds
- Local Funds
- Federal Funds

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%).

Contributing Actions Table Instructions

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 Instructions

In the Annual Update Table, provide the following information for each action in the LCAP for the 2022–23 LCAP year:

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

Contributing Actions Annual Update Table Instructions

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 displayed. 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 2022–23 LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Input 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 2022–23 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%).

LCFF Carryover Table Instructions

- **9. Estimated Actual LCFF Base Grant**: Input the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program, and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

Saving Instructions

Once all the information has been entered for the 2022–23 LCAP year, save the Excel file as '2022actiontables'. After saving the file, use 'Save As' to save the file again; however, rename the file to '2023actiontables'. Remember to periodically save as you enter information for the 2023–24 LCAP.

2023–24 Data Entry Table Instructions

- **LCAP Year**: Input "2023–24".
- **1. Projected LCFF Base Grant**: Input the total amount of LCFF funding the LEA estimates it will receive for the 2023–24 school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Input the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the 2022–23 school year.
- **LCFF Carryover — Percentage**: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the 2022–23 LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%)
- Add or delete items from the following sections as necessary for the 2023–24 LCAP year:
    - Goal #
    - Action #
    - Action Title
    - Student Group(s)
    - Contributing to Increased or Improved Services?
        - If "Yes" is entered into the Contributing column, then the following columns should be completed:
            - Scope
            - Unduplicated Student Group(s)
            - Location

    - Time Span
    - Total Personnel
    - Total Non-Personnel
    - LCFF Funds
    - Other State Funds
    - Local Funds
    - Federal Funds

- **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%).

2023–24 Contributing Actions Table Instructions

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.

2023–24 Annual Update Table Instructions

Information will not be entered in the Annual Update Table for 2023–24 at this time. This information will be completed as part of the Annual Update for the 2024–25 LCAP.

2023–24 Contributing Actions Annual Update Table Instructions

Information will not be entered in the Annual Update Table for 2023–24 at this time. This information will be completed as part of the Annual Update for the 2024–25 LCAP.

2023–24 LCFF Carryover Table Instructions

Information will not be entered in the LCFF Carryover Table for 2023–24 at this time. This information will be completed as part of the Annual Update for the 2024–25 LCAP.

Printing Instructions

The 2023–24 LCAP will include the following tables:

- 2022–23 Annual Update Table
- 2022–23 Contributing Actions AU Table
- 2022–23 LCFF Carryover Table
- 2023–24 Total Expenditures Table
- 2023–24 Contributing Actions Table

California Department of Education
November 2022