

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



LCFF

Local Control Funding Formula

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

8 State Priorities

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

Think
critically and creatively to solve problems

Adapt
to new challenges by reflecting and growing

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

WE BELIEVE
MADERA UNIFIED

Collaborate
with others to achieve more together

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

Contribute
to the success of the community and world

LCAP

Local Control and Accountability Plan

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



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Local Control Funding Formula (LCFF) Budget Overview for Parents

Developed by the California Department of Education, November 2021

LCFF Budget Overview for Parents Template

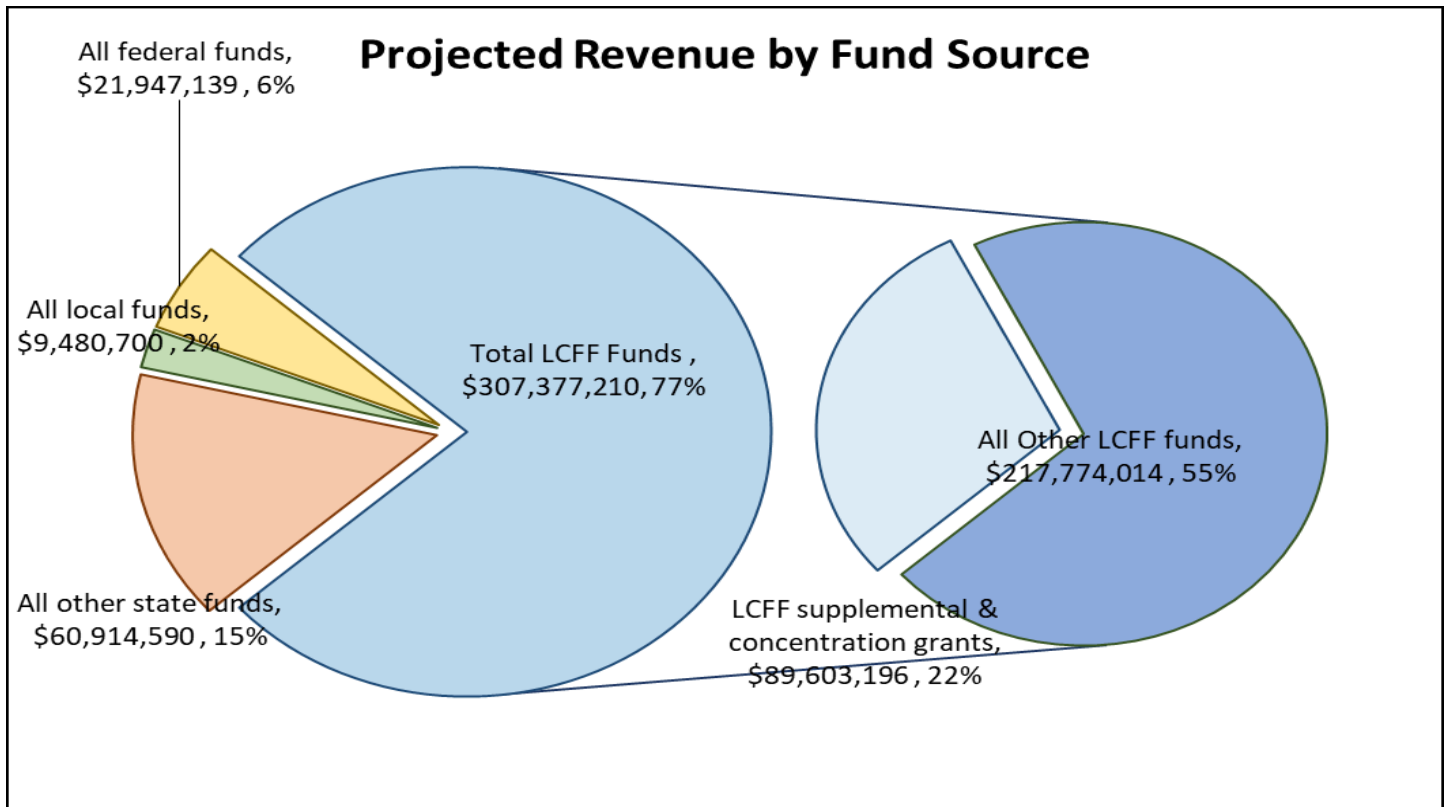
Local Educational Agency (LEA) Name: Madera Unified School District

CDS Code: 65243

School Year: 2024-25

LEA contact information: Sheryl Sisil, Associate Superintendent of Educational Services

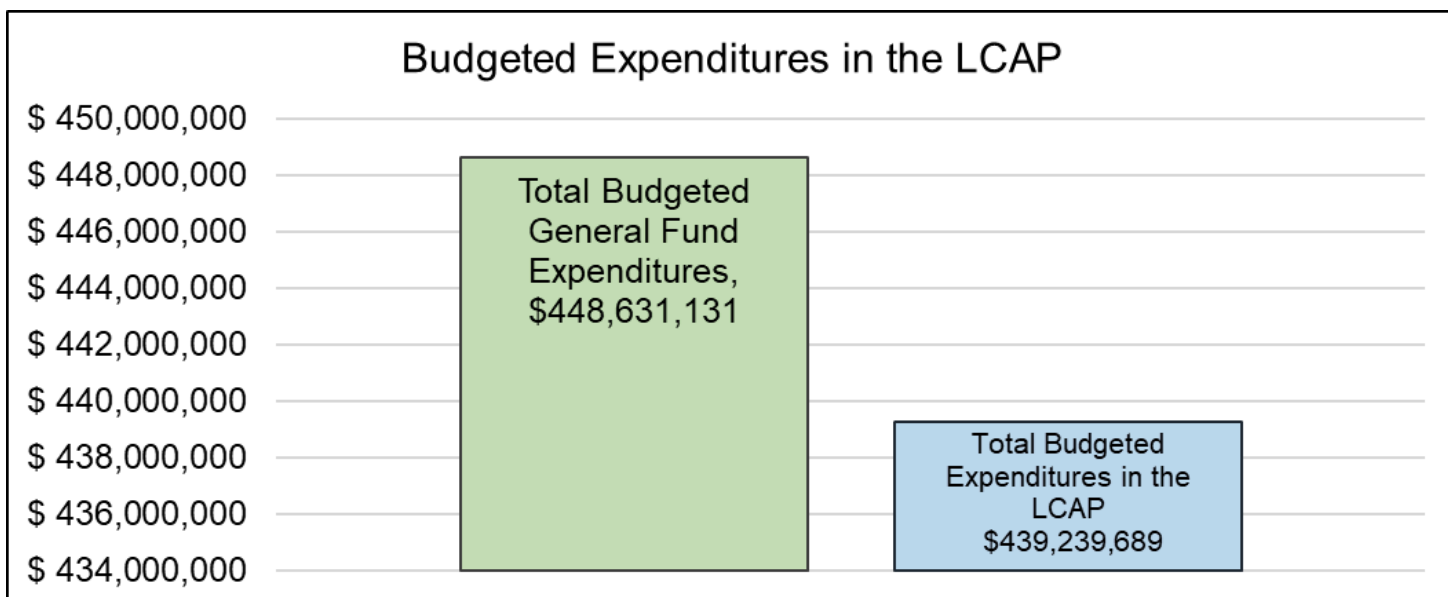
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).



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

The text description for the above chart is as follows: The total revenue projected for Madera Unified School District is \$399,719,639.00, of which \$307,377,210.00 is Local Control Funding Formula (LCFF), \$60,914,590.00 is other state funds, \$9,480,700.00 is local funds, and \$21,947,139.00 is federal funds. Of the \$307,377,210.00 in LCFF Funds, \$89,603,196.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Madera Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Madera Unified School District plans to spend \$448,631,131.00 for the 2024-25 school year. Of that amount, \$439,239,689.00 is tied to actions/services in the LCAP and \$9,391,442.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

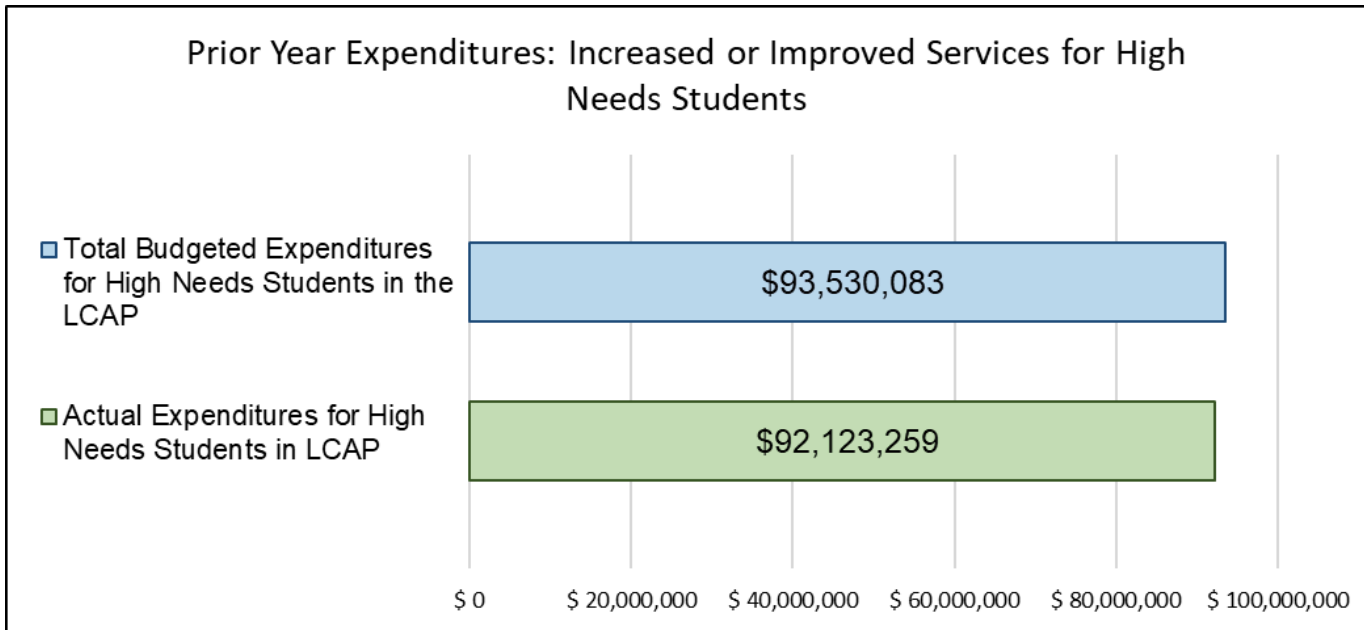
The LCAP Budgeted Expenditures total \$439,239,689 which are tied to actions/services, the total reflects \$9,391,442 below the General Fund Expenditures due to including the funds for the California State Preschool (CSPP) and excluding the STRS-on-Behalf funds. See below:

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

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

In 2024-25, Madera Unified School District is projecting it will receive \$89,603,196.00 based on the enrollment of Foster Youth, English Learner, and low-income students. Madera Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Madera Unified School District plans to spend \$91,404,473.00 towards meeting this requirement, as described in the LCAP.

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



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

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

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

2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

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

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

Measuring and Reporting Results

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

NWEA Mathematics (1st-2nd) (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: NWEA Assessment Results	ALL: EL: FY: HY: SWD: 2021/2022 will be baseline	ALL: 12.9% EL: 8.9% FY: 16.7% HY: 7.6% SWD: 5.0% High or High Average on the Spring 2021-2022 administration	ALL: 18.1% EL: 7.4% FY: 14.5% HY: 11.4% SWD: 4.9% High or High Average on the Spring 2022-2023 administration	ALL: 19.8% EL: 7.1% FY: 27.8% HY: 22.8% SWD: 6.1% High or High Average on the Spring 2023-2024 administration	ALL: EL: FY: HY: SWD: Outcome set after 2021-2022 school year ALL: 55% EL: 45% FY: 60% HY: 45% SWD: 45%
Student Survey Results (3rd-5th) Data Source: Panorama Survey Results	3rd-5th Grade: School Safety - 62%, School Belonging - 61%, School Climate - 57%, School Engagement - 48% in 2018/2019	3rd-5th Grade; School Safety - 63%, School Belonging - 63%, School Climate - 61%, School Engagement - 57% in Spring 2020/2021	3rd-5th Grade; School Safety - 63%, School Belonging - 64%, School Climate - 61%, School Engagement - 55% in Spring 2022/2023	3rd-5th Grade; School Safety - 69%, School Belonging - 70%, School Climate - 67%, School Engagement - 61% in Spring 2023/2024	3rd-5th Grade: School Safety - 70%, School Belonging - 70%, School Climate - 65%, School Engagement - 60%
DELAC/ELAC /PAC/ SSC Attendance Data Source: Internal Attendance Tracking	28.54% of expected attendance of all meetings combined in 2019/2020	61.1% of expected attendance of all meetings combined in 2021-2022	67.9% of expected attendance of all meetings combined in 2022/2023	69.6% of expected attendance of all meetings combined in 2023/2024	95% of expected attendance of all meetings combined
Parent Survey Results Data Source: Panorama Survey Results	School Safety - 61%, School Climate 72% in 2018/2019	School Safety - 62%, School Climate - 70% in Spring 2021/2022	School Safety - 64%, School Climate - 72% in Spring 2022/2023	School Safety - 67%, School Climate - 74% in Spring 2023/2024	School Safety - 75%, School Climate 80%
Parent Participation in Programs for Unduplicated Pupils Data Source: Internal Attendance Tracking	1,653 parents in 2019/2020	1,546 parents of Low-Income, English Learners, and Foster Youth for in-person workshops + 2,200 duplicated participants in virtual one-time sessions in 2021-2022	1,883 parents of Low-Income, English Learners, and Foster Youth students participated in virtual or in-person workshops out of 2,093 unduplicated participant parents.	2,779 parents participated in virtual or in-person workshops in 2023-2024	1,800 parents
Parent Input in Decision Making Data Source: California Dashboard Rubric	Full Implementation in 2019/2020	Full Implementation	Full Implementation	Full Implementation	Full Implementation
Preschool Data Source: Student Information System	272 students enrolled in 2020-21	376 Students enrolled in 2021-2022	460 Students enrolled in 2022-2023	388 Students enrolled in 2023-2024	519 Students

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

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

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

Goal 1; Action 4: *Provide play-based learning and standards-aligned curricula.*

The FrogStreet curriculum; which is the board approved curriculum for State PreSchool and Transitional Kindergarten was purchased using CA PreKinder Grant instead of State Preschool Funds, resulting in less budget being expended.

Goal 1; Action 6: *Set aside time weekly for teachers collaboration time.*

There was a significant increase in teacher extra time for both preschool and transitional kindergarten teachers and support staff. The extra time was necessary to provide professional learning and training opportunities outside of the teachers contracted duty day which resulted in additional funds being expended over and above what was originally budgeted.

Goal 1; Action 8: *Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community.*

Purposeful communication and marketing strategies were still publicized in Spanish, but we were able to utilize the district printshop and thus the cost of materials was less than originally budgeted.

Goal 1; Action 9: *Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning development.*

Less budget was expended due to a decrease in the expenditures associated with Early Childhood Education department and facility costs. There was also a decrease in expenditures for our "Families in Transition" due to available grant funds that were used in lieu of LCFF funds.

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

Goal 1; Action 4: The Budget was \$196,525, the Estimated Actual Expenses are \$131,518

Goal 1; Action 6: The Budget was \$26,269, the Estimated Actual Expenses are \$51,996

Goal 1; Action 8: The Budget was \$8,100, the Estimated Actual Expenses are \$5,220

Goal 1; Action 9: The Budget was \$797,951, the Estimated Actual Expenses are \$620,422

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

Goal 1; 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.

Goal 1; Action 2 - Implementation of Full Day Preschool at La Vina Elementary School

Effectiveness of Action: Effective

Enrollment is ongoing through the calendar year. Due to State strict eligibility requirements, 33% of slots remain open. However, our LaVina preschool is open 265 days from 6:30 am to 6:00 pm and is meeting the needs of the families in the rural community which is served by LaVina elementary school.

Goal 1; Action 3 - Recruit and retain highly qualified early childhood education teachers

Effectiveness of Action: Effective

MUSD has been able to hire and fully staff all early childhood education classrooms (CSPP & TK) with fully credentialed teachers and certificated paraprofessionals and classroom aides in order to meet to teacher to student ratio required in those classrooms.

Goal 1; Action 4 - Provide play-based learning and standards-aligned curricula.

Effectiveness of Action: Effective

Frog Street is the board approved and adopted curriculum for both CSPP and TK classrooms. The curriculum has been implemented in all CSPP and TK classrooms, and teachers receive professional development annually. Additionally, this year both CSPP and TK teachers were trained and fully implemented the state recommended assessment; Desired Results Developmental Profile (DRDP).

Goal 1; Action 5 - Increase instructional minutes for Kindergarten students

Effectiveness of Action: Effective

All MUSD Kindergarten classrooms are full day programs; which allows for our teachers to fully implement a rigorous and developmentally appropriate guaranteed and viable curriculum. It also ensures that our youngest learners have the opportunity to participate in the elementary enrichment activities: Art, Music, STEM, Dramatic Literacy, and Physical Education.

Goal 1; Action 6 - Set aside time weekly for teachers collaboration time

Effectiveness of Action: Effective

The collaboration time among state preschool teachers and transitional kindergarten teachers was highly effective as it provided an opportunity for teachers to develop lesson plans that were engaging and developmentally appropriate.

Goal 1; Action 7 - Build a Madera "Lighthouse For Children"

Effectiveness of Action: Ineffective

This action was not implemented and had no budget allocated, and therefore was given a rating of ineffective.

Goal 1; 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 continue to look for new ways to promote district programs which will include targeted social media campaigns and leveraging current applications with translating services. The goal is to ensure these families have access to important information and can actively engage with their children's education.

Goal 1; Action 9 - Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning development

Effectiveness of Action: Effective

Through the Parent Resource Centers (PRC), families were provided resources and support to meet the needs of newly arrived families as well as families in transition. Families were also provided education through different parent education training and resources.

Goal 1; 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

Parent Portal/Parent Square workshops have been made available to families. Technical support hours are also available for families in need of troubleshooting with their parent square or parent portal accounts to walk-in for support at various Parent Resource Centers. A Fact Sheet was also developed to provide parents who attend workshops and computer literacy classes as a resource for future reference. Parents engage in workshops and make use of Technical assistance hours at the various Parent Resource Centers, as well as calling the Call center for support.

Goal 1; Action 11 - Universal Transitional Kindergarten (TK) expansion

Effectiveness of Action: Effective

As MUSD has expanded Transitional Kindergarten as required by Education Code, each classroom has been properly furnished with age appropriate and developmentally appropriate classroom furniture and supplies. Teachers and paraprofessionals have all received ongoing training and support from ECE specialists as well as outside contracted services.

Goal 1; Action 12 - Expansion of California State Preschool Programs

Effectiveness of Action: Effective

CSPP classrooms in Madera after COVID had struggled to regain full enrollment, but after implementing additional strategies and opportunities for families to enroll, we reached 91% fully enrolled; which was the highest enrollment since before COVID.

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.

In the development of the 2024-25 MUSD LCAP there was a Strategic Planning team that met multiple times to review and discuss the goals and actions that were written for the 2023-24 LCAP. The purpose of these meetings was to analyze the effectiveness of the goals and actions written in the 2023-24 LCAP; in order to analyze the effectiveness; both quantitative and qualitative measures were utilized. As a result of that strategic planning, the LCAP 2024-25 goals and actions were written based on the current needs of our students, families, and community. As written in our 2024-25 LCAP, there will not be an analogous goal or actions in this Goal 1 area. However, some of the actions in the 2024-25 LCAP will be similar to ones found in the 2023-24 LCAP, and those similar actions will be found in the 2024-25 Goals 3, 4, & 5.

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

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

Measuring and Reporting Results

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

Goal Analysis

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

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

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

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

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

Goal 2; Action 6: <i>Support all emergent multiLingual (English Learner) students in obtaining English language proficiency and mastery of the core content standards</i> - Title III Grant for English Learner Student Program received carryover from 2022-23 not included in the adopted budget. These funds were used to provide additional support and services to our English Learner students and their families through Grupo Crecer and Parent Institute for Quality Education.
Goal 2; Action 9: <i>Maintain and Expand Interpretation and Translation Services</i> - four Spanish Translators not hired due to a lack of qualified candidates.
Goal 2; Action 11: <i>Fully implement the Madera Believes in Me plan (English Learner Students - English Learners)</i> - DLI Mentor stipends are paid with the Teacher Residency grant, funds not spent will carryover, grant expires 6/30/2026.
Goal 2; Action 12: <i>Begin development of new elementary school to reduce school sizes and caseload sizes for roles such as counselors, attendance secretaries, and other support roles</i> - The budget was increased to cover the architect and engineering services for the new elementary school
Goal 2; Action 19: <i>California Community School Partnership Program Grants</i> - CCSSPP Grant - The district applied and was awarded a second CCSSPP grant which was received this year. Funds not spent will be carried over, grant expires 6/30/2028.
Goal 2; Action 20: <i>School Climate Transformation Grant</i> - Funds not spent will carryover, grant expires 9/30/2024
Goal 2; Action 21: <i>School Based Mental Health Grant</i> - Funds not spent will carryover, grant expires 12/31/2027
Goal 2; Action 22: <i>Provide Transportation services at no cost to all students meeting the eligibility requirements</i> - Transportation staff salaries were increased per the Classified Salary Study approved by the board in October 2024 and therefore additional budget was necessary to cover the additional salary expenses.
Goal 2; Action 24: <i>Acquire Facilities and Develop Programs using Expanding Learning Opportunities Programs</i> - At this time, the land has been acquired to build an ELOP facility however the planning is slow moving and therefore the allocated funds have not been expended currently.
Goal 2; Action 25: <i>Expand and Monitor metrics to improve the College and Career Indicator (CCI)</i> - The A-G grant received carryover from 2022-23 not included in the adopted budget. The additional funds were used to contract the services of Hatching Results and University of CA Regents to fully implement this action.
Goal 2; Action 26: <i>Expanding Learning Opportunities for Migrant Students</i> - A Migrant Coordinator was originally budgeted to be hired, but a change in staffing internally filled the duties assigned to that position and therefore the Migrant Coordinator position was not filled.

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

Goal 2; Action 2: The Budget was \$700,636, the Estimated Actual Expenses are \$503,996
Goal 2; Action 3: The Budget was \$20,000, the Estimated Actual Expenses are \$0
Goal 2; Action 4: The Budget was \$9,206,533, the Estimated Actual Expenses are \$15,495,860
Goal 2; Action 6: The Budget was \$1,007,054, the Estimated Actual Expenses are \$1,431,884
Goal 2; Action 9: The Budget was \$728,290, the Estimated Actual Expenses are \$591,365
Goal 2; Action 11: The Budget was \$1,178,647, the Estimated Actual Expenses are \$741,528
Goal 2; Action 12: The Budget was \$2,500,000, the Estimated Actual Expenses are \$3,927,087
Goal 2; Action 19: The Budget was \$2,297,715, the Estimated Actual Expenses are \$3,891,857
Goal 2; Action 20: The Budget was \$643,396, the Estimated Actual Expenses are \$517,354
Goal 2; Action 21: The Budget was \$1,262,350, the Estimated Actual Expenses are \$422,515
Goal 2; Action 22: The Budget was \$7,108,923, the Estimated Actual Expenses are \$8339,085
Goal 2; Action 24: The Budget was \$15,000,000, the Estimated Actual Expenses are \$2,187,500

Goal 2; Action 25: The Budget was \$536,677, the Estimated Actual Expenses are \$732,672

Goal 2; Action 26: The Budget was \$563,677, the Estimated Actual Expenses are \$304,975

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

Goal 2; Action 1 - Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences, and background

Effectiveness of Action: 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. Based on the spring NWEA student results, MUSD math is predicted to improve substantially. This is largely due to the intensive work in mathematics in both elementary and secondary grade levels. In reading the growth is predicted to be less substantial.

Goal 2; Action 2 - Develop an Inclusive and Equitable Culture

Effectiveness of Action: Effective

Staffing of 4.6 District Culture and Climate teachers on special assignment to update, refine and demonstrate Student Bill of Rights lessons and coach teachers to build capacity to develop an authentic Social Contract/Respect Agreement lays the foundation for creating and maintaining effective environments for student learning that affirms student agency, voice, identity, and development and promotes equity and inclusivity (CSTP 2).

Goal 2; Action 3 - Develop systems to pair teachers based on student needs

Effectiveness of Action: Ineffective

During the 2022-23 school year there was one elementary school identified as a "school of need" which resulted in the district identifying the highest performing teachers in elementary schools across the district and providing an incentive for those teachers to transfer to the elementary school. This was the district's first attempt at moving teachers who based on quantitative measures were the most successful and placing them with our students of greatest academic needs and support. Unfortunately, after the first year most of the teachers that transferred to the school site requested transfers back to their original site and the academic progress was very minimal based on the growth of students academically as measured by the NWEA MAP Assessment and the CAASPP Summative Assessment. This action though had good intent, did show a return on the investment and MUSD is currently not implementing this type of strategy currently.

Goal 2; Action 4 - Maintain and Increase Expanded Learning Opportunities for Students

Effectiveness of Action: Effective

MUSD offered over 45 ELO-P camps during Summer Enrichment and Winter Intersession and provided Access to over 2500 students. Another 4000 students are expected to participate in Summer School and ASP during June of 2024. ELO-P also offered additional programs to students in grades 7th-12th. ASP enrollment increased by over 1300 students during the 2023-2024 school year and classes for TK and Kindergarten were added at each elementary site.

Goal 2; Action 5 - Implementation of Site-Specific Intervention Budget

Effectiveness of Action: Effective

Each school site has been working closely with the Elementary and Secondary Curriculum and Instruction department staff to develop research based intervention plans for the school sites. These plans include additional fiscal and human resources. Quarterly the principals review their plans and report on the effectiveness of the implementation and the outcomes. These plans are reviewed with the Director of State and Federal Programs to ensure their site intervention budgets are aligned to their approved site plans.

Goal 2; 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

In 2023 24, our English Learner students reclassified at a higher rate than had been for the previous 7 years. Additionally, MUSD was able to provide on site coaching and support for all administrators and teachers in elementary school as well Designated ELD teachers in middle and high school.

Goal 2; Action 7 - Maintain and Expand Educational Services to Special Education Students

Effectiveness of Action: Effective

MUSD continues to support students with disabilities, their families, as well as provide necessary training for teachers that instruct students with disabilities.

Goal 2; Action 8 - Continue reducing the average class size and eliminate the need for combo classes

Effectiveness of Action: Effective

The district currently has 55 4th grade teachers serving 1,542 4th grade students for a district class size average of 28.7 in 4th grade, this is an expectation set by the MUSD board of trustees to ensure that 4th grade is staffed appropriately to keep class sizes as low as possible. Also, the district only has a (1)TK/K combo class and a (1) Grade 1/2 combo class due to small class size enrollments at Country Schools. This will continue to be a priority for our district.

Goal 2; Action 9 - Maintain and Expand Interpretation and Translation Services

Effectiveness of Action: Effective

MUSD continues to recruit and hire highly qualified interpreter/translators in order to provide better service to our families that MUSD serves. 90.9% of MUSD families are Hispanic with approximately 30% of our families being identified as families of English Learners; therefore it necessary to maintain a staff of bilingual support staff to ensure our school sites and district office staff are able to serve our families and make them feel welcome and valued in all MUSD buildings.

Goal 2; Action 10 - Increase the number of paraprofessionals to support students

Effectiveness of Action: Effective

Recruitment and retention has been a challenge for all the paraprofessional positions; however, we were able to ensure all CSPP, TK and K classrooms are fully staffed with the proper support staff i.e. paraprofessionals..

Goal 2; Action 11 - Fully implement the Madera Believes in Me plan (Emergent Multilingual Students - English Learners)

Effectiveness of Action: Effective

The Multilingual Educational Programs Dept. is continuing to lead this work with the support of the Curriculum & Instruction departments in elementary and secondary. This past year the focus was on EL Principle I and the upcoming year there will be continued support for school sites implementing Principle I. Additionally, there will be a focus on EL Principle II. School sites will receive training, coaching and support to ensure that EL Principle II is fully implemented in the 2023-24 school year.

Goal 2; 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

The project is continuing to progress and should be completed in the summer of 2026.

Goal 2; Action 13 - Increase both instructional and planning time for teachers:

Effectiveness of Action: Effective

This is the third year of the implementation of the elementary elective model. Elementary teachers receive 100 minutes of PLC time weekly for preparing and planning engaging, rigorous, and relevant lessons. The focus has been on mathematics districtwide and our elementary math scores on both the NWEA and CAASPP are showing consistent improvement.

Goal 2; Action 14 - Development and implementation of Parent Champion Workshop series

Effectiveness of Action: Effective

The video series has been distributed extensively around the district to assist parents in comprehending how to actively participate and become involved in their child's education. For easy access to our parent community, the video series is available on the MUSD Parent Resource Center website. Postcards with QR codes that directed readers to the website's video series were also printed for widespread distribution. Videos are now used to assist new families in our district in navigating the district and educational system at the onboarding meetings that all newcomer families attend.

Goal 2; Action 15 - Support parents of K-6th Emergent Multilingual (English Learners) students in getting reclassified by 6th-grade

Effectiveness of Action: Effective

Parent Education classes, Teacher/Parent Conferences, and School Site support has prioritized the parent education component of the reclassification process for parents of English Learners. This past year MUSD reclassified the greatest number of EL's in the past seven years. Parents of English Learner students have reported feeling more empowered and supported by school sites, this information came from parent surveys conducted by the Parent Resource Centers.

Goal 2; Action 16 - Provide Teachers with Additional Pay for Tutoring during extended learning times

Effectiveness of Action: Ineffective

This action was unable to be implemented with fidelity as it was dependent on teachers being willing to tutor students outside of their contracted day for a minimum of three days a week. The commitment seemed to be a deterrent for teachers as well as poor student participation.

Goal 2; Action 17 - Maintain the attendance Call Center

Effectiveness of Action: Ineffective

The attendance call center was created in response to the massive amount of calls necessary during the school closures due to COVID, and in the 2023-24 school year those positions were closed and all attendance responsibilities were school site based.

Goal 2; Action 18 - Implement and Maintain Cal-Safe program

Effectiveness of Action: Effective

Through steadfast dedication, the Cal-SAFE programs at Madera High School and Madera South High School have consistently collaborated with school staff, actively identifying teen parents who require prenatal guidance and childcare services, ensuring that every young parent receives the support and resources they need to embark on their journey of parenthood while continuing their education.

Goal 2; Action 19 - California Community School Partnership Program (CCSPP) Grant

Effectiveness of Action: Effective

The CCSPP Grant is now being funded under all three of our "pyramids". This upcoming year will be the first year of full implementation across the district with multiple grant funded positions. As a result, MUSD schools are able to provide additional support services that prioritize student attendance and engagement in school.

Goal 2; Action 20 - School Climate Transformation Grant

Effectiveness of Action: Effective

2023-24 school year completed grant year 4 in September 2023 and began the final year of the grant in October 2023, with full implementation of grant deliverables. Evaluation of implementation of social-emotional behavior (SEB) instruction in our district indicated that 93% of schools are implementing with 85% fidelity, above the 70% threshold deliverable goal of this grant.

Goal 2; Action 21 - School-Based Mental Health Grant

Effectiveness of Action: Effective

Revising the grant project to include current roles and vacant FTE allows our district to remain fiscally responsible and not hire new job descriptions that may need to be reduced at the conclusion of this grant. This has resulted in a delay in beginning the project, fill vacancies and begin providing supplemental and intensive services to K-6/K-8 students.

Goal 2; Action 22 - Provide Transportation services free to all students meeting the eligibility requirements

Effectiveness of Action: Effective

The district continues to provide home to school transportation for all students who meet the eligibility requirements.

Goal 2; Action 23 - Newcomers Program and Services for students and families

Effectiveness of Action: Effective

The newcomer program was a priority for MUSD, during the 2023-24 school year all front office staff(s) were trained to support or newcomer families (Making sure our families can access all the necessary resources i.e. housing, medical, food, clothing, wellness, etc), additionally the district adopted a new Newcomer Education program for grade 7-12 and provided teacher training and paraprofessional training to ensure our newcomers students were receiving a quality learning experience. MUSD also expanded the Newcomer program to four school across the district from previously only two schools.

Goal 2; Action 24 - Acquire facilities and develop programs using Expanded Learning Opportunities Program

Effectiveness of Action: Effective

MUSD offered over 45 ELO-P camps during Summer Enrichment and Winter Intersession and provided Access to over 2500 students. Another 4000 students are expected to participate in Summer School and ASP during June of 2024. ELO-P also offered additional programs to students in 7th-12th grades. ASP enrollment increased by over 1300 students during the 2023-2024 school year.

MUSD has developed partnerships and contracted with over 25 community vendors to provide programs and services to students that the District would not otherwise be able to provide.

The Community Athletics & recreation Department (CARD) operated 3 ELO-P Saturday sports camps with over 2,400 students attending. Additional camps will be offered during the 2024-2025 school year. CARD has developed a partnership with the local Babe Ruth and Madera National Little League organizations to give 325 MUSD students access to join community baseball and softball teams.

Goal 2; Action 25 - Expand and Monitor metrics to improve the College and Career Indicator (CCI)

Effectiveness of Action: Highly Effective

We can monitor each of the following parts of CCI independently; Career Technical Education Pathway Completion, A-G completion, State Seal of Biliteracy, and Dual Enrollment. However there is not yet a great tool to do it all in one place, as we have run into some challenges with the Aeries tool. We have created internal systems to monitor and continue to expand opportunities for students to meet the CCI.

Goal 2; Action 26 - Expanding learning opportunities for Migrant students

Effectiveness of Action: Effective

Migrant Students are not a sub group in the assessment groups so their process is difficult to monitor. We can say that the amount of participation in all of these areas has increased. Especially, in the summer programs and in the Parent Participation sections. Parents have expressed interest in increasing the tutoring services but budget restrictions make this very difficult. We will try to supplement services with other funding sources like Categorical funds and ELOP programs and money.

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.

In the development of the 2024-25 MUSD LCAP there was a Strategic Planning team that met multiple times to review and discuss the goals and actions that were written for the 2023-24 LCAP. The purpose of these meetings was to analyze the effectiveness of the goals and actions written in the 2023-24 LCAP; in order to analyze the effectiveness; both quantitative and qualitative measures were utilized. As a result of that strategic planning, the LCAP 2024-25 goals and actions were written based on the current needs of our students, families, and community. As written in our 2024-25 LCAP, there will not be an analogous goal or actions in this Goal area. However, some of the actions in the 2024-25 LCAP will be similar to ones found in the 2023-24 LCAP, and those similar actions will be found in the 2024-25 Goals 1, 2, 3, 4, & 5.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion Data Source: DataQuest	25.19% of graduates completed a CTE Pathway in 2019/2020	40.9% of graduates completed a CTE Pathway in 2020/2021 (1-year lag)	32.5% of graduates completed a CTE Pathway in 2021/2022 (1-year lag)	37.6% of graduates completed a CTE Pathway in 2022/2023 (1-year lag)	30%
CTE Pathway and A-G Completion Data Source: DataQuest	2020-2021 will be baseline	20.2% of graduates completed A-G Requirements and a CTE Pathway in 2020/2021 (1-year lag)	18.5% of graduates completed A-G Requirements and a CTE Pathway in 2021/2022 (1-year lag)	19.4% of graduates completed A-G Requirements and a CTE Pathway in 2022/2023 (1-year lag)	30%
College/Career Indicator (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 38.1% EL: 15.8% FY: 16.7% HY: 30% SWD: 4.8% prepared in 2019/2020	ALL: 36.5%* prepared In 2020/2021 (1-year lag) * Estimated; no official California Dashboard calculation	Not Reported In 2022	ALL: 40.1% EL: 7.7% FY: 10.5% HY: 16.3% SWD: 5.2% prepared in 2022/2023 (1-year lag)	ALL: 60% EL: 45% FY: 45% HY: 50% SWD: 35% prepared
Access to Standards–Aligned Instructional Materials Data Source: California Dashboard Rubric	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home in 2019/2020	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home
Implementation of State Standards Data Source: California Dashboard Rubric	Standard Met in 2019/2020	Standard Met	Standard Met	Standard Met	Standard Met
Access to and enrollment in a broad course of study Data Source: California Dashboard Rubric	Standard Met 2019/2020	Standard Met	Standard Met	Standard Met	Standard Met
Attendance Rates Data Source: CALPADS	94.96% in 2019/2020	87.44% in 2021/2022	91.80% in 2022/2023	90.56% in estimated 2023/2024	96%

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

Goal Analysis

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

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

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

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

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

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

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

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

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

Goal 3; Action 3: The Budget was \$6,034,048, the Estimated Actual Expenses are \$5,153,251
Goal 3; Action 4: The Budget was \$262,383, the Estimated Actual Expenses are \$643,229
Goal 3; Action 9: The Budget was \$900,000, the Estimated Actual Expenses are \$363,576
Goal 3; Action 10: The Budget was \$4,102,180, the Estimated Actual Expenses are \$10,344,187
Goal 3; Action 11: The Budget was \$100,000, the Estimated Actual Expenses are \$68,037
Goal 3; Action 12: The Budget was \$100,000, the Estimated Actual Expenses are \$9,762

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

<p>Goal 3; Action 1 - Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career-ready <u>Effectiveness of Action:</u> Effective Continuous monitoring and support for students throughout this process will remain essential. The leads representing each high school have proven invaluable in driving progress across our sites. We've discovered that conducting professional learning in smaller environments, such as PLCs, has yielded greater understanding rather than the whole-staff approach. This year has demonstrated improvements in both students' and teachers' comprehension of the Graduate Profile, as evidenced by the sophomore showcases.</p>
<p>Goal 3; Action 2 - Create an instructional system based upon the feedback received from the WestEd curriculum audit study <u>Effectiveness of Action:</u> N/A Unfortunately this action as written has never been implemented, therefore it was rated as N/A.</p>
<p>Goal 3; Action 3 - Implementation of Board approved guaranteed and viable curriculum <u>Effectiveness of Action:</u> Effective Elementary: Specific to mathematics during the fall semester, elementary teachers came together in grade level pyramid teams and created their proficiency maps which outline the progression of their chosen essential standards. They then worked through an unwrapping standards protocol in which they identified learning targets and proficiency levels for each of their chosen essential standards. This allowed for grade level vertical articulation of elementary mathematics instruction that all teacher teams built collaboratively district-wide. This work continued throughout their PLCs throughout the school year. During the spring semester in mathematics elementary grade level teams were introduced to the new expectations for teaching in the Mathematics Framework. The discussion focused around the implications for both teaching and learning which relies heavily on the students making sense of mathematics. Teachers then focused on the Big Ideas of their chosen domain from the fall session (ex: sixth grade teachers focused on the Big Ideas of Generalizing with Multiple Representations and Relationship Between Variables (Expression and Equations domain). Literacy support occurred with teachers in grades Kindergarten, First, Second and Third grade focused around the Science of Reading professional learning. The Literacy Coach Reading Specialist Grant (cohort 1) afforded an opportunity to support implementation at (5) elementary school sites. The English Language Development (ELD) three-day workshop with all fourth-grade teachers was followed up with planning and coaching support and was carefully designed to provide educators with the necessary skills to effectively plan and deliver focused Designated ELD instruction to enhance the language development of English Learners. Through immersive, hands-on training that was aligned with the California EL Roadmap Principles #1 and #2, participants acquired a deep understanding of their students, best instructional practices, as well as resources and assessments to improve the language development of their EL students. All fourth-grade teachers participated in on site planning and in classroom coaching sessions to support implementation.</p>

Science professional learning and support occurred for all fifth and third grade teachers in the district. Teachers in these grade levels could attend workshops that dove deeply into the Next Generation Science Standards. Using the adopted Twig science curriculum, teachers created student science notebooks to improve student reasoning, discourse, and mastery of the standards. Teachers who attended the workshops then receive instructional coaching on best practices for effective implementation of the standards.

Secondary:

The CIA2 team has supported with Math department, districtwide from grades 7 through 12, through the continued enhancement of the Guaranteed & Viable Curriculum (GVC), teacher/admin/coach participation in professional development and coaching cycles related to Inspired Mathematicians, and coaching/modeling/co-teaching in Math classrooms (in particular in middle school).

Literacy was an area in which CIA2 team members supported teachers through focusing on the 4 Domains of literacy within the Guaranteed & Viable Curriculum (GVC), providing professional learning around the 4 Domains as well as essay-writing/grading and presentational speaking, and supporting PLCs with writing instruction. Additionally, the CIA 1 & 2 teams have continued collaborating around bridging best instructional practices around literacy - with a focus on writing - from 5th/6th grade through 7th/8th grade. The teams decided to leverage the Thinking Maps used in Elementary and the CER structure used in Secondary, and are working towards introducing these tools and related strategies next year.

English Language Development (ELD) has been an important initiative this year, with CIA 2 providing coaching, professional development, and curriculum facilitation for ELD courses I, II, III, IV, as well as the Newcomers Academy, for both middle and high schools. ELD coaches have supported site leads, PLC leads, and teacher-teams (including PLCs) with co-teaching/modeling, coaching, data-analysis support, and lesson-planning.

The CIA2 team continues to provide professional development, curriculum design facilitation, and lesson-planning supports, and district-wide teacher calibration around Project-Based Learning (PBL). Teachers in multiple content areas have begun aligning practices across PLCs and fully implementing PBL-based Units of Study that provide students with opportunities to not only engage in rigorous, relevant learning experiences that require them to engage in inquiry, but to also experience learning that reflects the elements of the Graduate Profile.

This initiative and mindset has been an area on which the CIA2 team has invested time to create, present, and support teachers' learning and implementation of the district-wide initiative. District Academic Coaches have supported Graduate Profile's incorporation into the Guaranteed & Viable Curriculum (GVC), teachers' planning around Grad Profile learning experiences, teachers' use and calibration of the Grad Profile rubrics, and the site rollouts of the Graduate Profile showcases.

Goal 3; Action 4 - Identity and selection of common best practices for Instruction

Effectiveness of Action: Effective

Both Elementary and Secondary CIA teams, Assessment, Accountability, & School Improvement Dept, Multilingual Educational Programs, College & Career Readiness, Early Childhood Education Dept., and School Culture & Climate Depts. Annually these departments develop professional learning sessions that are developed based on needs identified by teachers as well site and district leaders and also some training are required due to legislative changes. Utilizing these research based best practices as guides for teacher and support staff training has led to academic increases across the district in mathematics and reading language arts.

Goal 3; Action 5 - Implementation of assessment and monitoring system

Effectiveness of Action: Effective

Support resources have been added in the form of an Assessment Department Resources website providing asynchronous and in-person resources and support for NWEA assessment and data literacy. The department has also branched out by providing further professional learning and resources in Illuminate (formative), State Interim (IAB), and State testing (summative) assessment and data literacy.

Goal 3; Action 6 - Refine and Implement the Madera Learning System (MLS)

Effectiveness of Action: Effective

The Madera Learning System (MLS) focuses on three key areas: Academics, Engagement, and Management. While the district has seen progress in both the Engagement and Management components, growth in Academics has been slower but is starting to pick up momentum.

Goal 3; Action 7 - Develop and implement of 7 period day in Middle Schools

Effectiveness of Action: Effective

In 2023-24 was the second year of implementing a seven period day in our Middle Schools. The seven period day created opportunities for all students meet coursework requirements as well meet their language or special education needs.

Goal 3; Action 8 - Implementation of additional credit recovery sections to be offered in the 0 and 7th periods

Effectiveness of Action: Somewhat Effective

The three comprehensive highschools offered both Zero period Credit Recovery and 7th period Credit recovery sections. The completion rate of Credit Recovery courses across the three sites was approximately 10%; which was equivalent to 882 individual courses completed successfully during the 2023-24 school year.

Goal 3; Action 9 - Implementation of additional credit recovery sections to be offered in the 0 and 7th-periods

Effectiveness of Action: N/A

This action is a repeated action and should have been deleted

Goal 3; Action 10 - Implement and expand summer school opportunities

Effectiveness of Action: Effective

Summer school, summer After School Programs, and summer Migrant camps are designed to support and engage students in additional learning opportunities that they would not otherwise have access to. Student participation in K-12 Summer School is expected to exceed 4,500.

Goal 3; Action 11 - Professional Learning and support for staff working directly with Newcomers Students TK-12

Effectiveness of Action: Effective

Specific professional development aimed at further supporting Newcomer students was provided over the summer to introduce the newly adopted curricular materials. This professional learning ensured that all teachers and staff that will be supporting newcomer students are receiving the proper training and support in order to meet the needs of all English learners enrolled in our schools.

Goal 3; Action 12 - Advanced Learner Academy at all Elementary Schools

Effectiveness of Action: Somewhat Effective

We nearly reached our goal, as we have Advanced Learner plans in place at over two-thirds of our elementary schools. Our department will continue to work with the administrators at each site that has not yet had a teacher agree to lead this program. All other sites that have selected a teacher and worked out a plan, will begin meeting with students in the Fall of 2024.

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.

During the development of the 2024-25 MUSD LCAP, a Strategic Planning team convened multiple times to review and discuss the goals and actions outlined in the 2023-24 LCAP. The purpose of these meetings was to assess the effectiveness of the previous goals and actions using both quantitative and qualitative measures. Based on this strategic planning process, the goals and actions for the 2024-25 LCAP were crafted to address the current needs of our students, families, and community. As a result, there will be no equivalent goal or actions in this specific Goal area in the 2024-25 LCAP. However, some actions from the 2023-24 LCAP will be similar to those in the 2024-25 LCAP and can be found within Goals 1, 2, 3, 4, and 5.

Goal #4 Recruit and retain highly qualified staff

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

Measuring and Reporting Results

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

% of English Learner who made progress toward English Proficiency measured by ELPAC Data Source: California Dashboard	48.6% making progress towards English language proficiency in 2018/2019	56.8% making progress towards English language proficiency (estimated; preliminary results & internal calculation) in 2021/2022	48.7% making progress towards English language proficiency 2022/2023	49.3% making progress towards English language proficiency 2023/2024	55%
English Learner Reclassification Rate Data Source: DataQuest	20.90% in 2019/2020	5.9% estimated in 2021/2022	23.5% estimated in 2022-2023	2022-2023 Data Revision 9.8% 12.3% estimated in 2023-2024	25%
Passage of AP Exam with a score of 3 or higher Data Source: CollegeBoard AP Central	56.30% in 2019/2020	33.4% in 2020/2021 (1-year lag)	31.1% in 2021/2022 (1-year lag)	29.3% in 2022/2023 (1-year lag)	60%
EAP % Students Prepared for College ELA (EL = English Learner students; FY = Foster youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: DataQuest	ALL: 44.96% EL: 2.68% FY: N/A HY: 31.43% SWD: 12% in 2018/2019	The NWEA MAP Growth Reading assessment was administered in lieu of CAASPP ELA in 2020-2021 (1-year lag)	ALL: 47.06% EL: 12.47% FY: 20.64% HY: 27.79% SWD: 15.61% In 21-22 (1-year lag)	ALL: 43.9% EL: 4.43% FY: N/A% HY: 17.14% SWD: 10.91% In 22-23 (1-year lag) Correction: ALL: 38.58% EL: 0.00% FY: N/A% HY: 23.33% SWD: 7.41% in 2021/2022 administration	ALL: 55% EL: 10% FY: 40% HY: 40% SWD: 20%
EAP % Student Prepared for College Math (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: DataQuest	ALL: 12.76% EL: 1.71% FY: N/A HY: 20.59% SWD: 1.01% in 2018/2019	The NWEA MAP Growth Math assessment was administered in lieu of CAASPP Math in 2020-2021 (1-year lag)	ALL: 33.38% EL: 9.71% FY: 10.30% HY: 15.90% SWD: 11.41% in 2021/2022 administration	ALL : 9.82% EL: 0.00% FY: N/A% HY: 0.00% SWD: 2.73% In 2022-2023 (1-year lag) Correction: ALL: 8.74% EL: 0.00% FY: N/A% HY: 9.38% SWD: 0.00% in 2021/2022 administration	ALL: 25% EL: 10% FY: 30% HY: 30% SWD: 10%

<p>NWEA Growth Target Met Progress Data Source: NWEA Assessment Results</p>	<p>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</p>	<p>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</p> <p>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</p>	<p>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</p>	<p>Reading ALL: 38.5% EL: 39.6% FY: 33.9% HY: 36.4% SWD: 35.7% Mathematics ALL: 42.1% EL: 37.8% FY: 45.7% HY: 41.0% SWD: 36.8% met their good target by the Spring 2023-2024 administration</p>	<p>ALL: 70% EL: 70% FY: 70% HY: 70% SWD: 70% both for Reading and Mathematics on their best target</p>
<p>Grade Level Readiness Growth Target Met Progress Data Source: NWEA Assessment Results</p>	<p>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</p>	<p>Due to the challenges with the COVID pandemic, this indicator was not prioritized; NWEA Growth Target Met Progress (above) was prioritized</p>	<p>Due to challenges with the COVID pandemic, this indicator was not prioritized; NWEA Growth Target Met Progress (above) was prioritized</p>	<p>Due to challenges with the COVID pandemic, this indicator was not prioritized; NWEA Growth Target Met Progress (above) was prioritized</p>	<p>Reading ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending% Mathematics ALL: Pending% EL: Pending% FY: Pending HY: Pending% SWD: Pending%</p> <p>Outcome to be set after 2022-2023 school year</p>

Goal Analysis

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

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

Goal 4; Action 1: *Re-establish and Maintain the Teacher Support and Mentor Program* - Not all teacher mentor positions were filled in both elementary and secondary.

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

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

Goal 4; Action 1: The Budget was \$2,132,061, the Estimated Actual Expenses are \$1,871,694

Goal 4; Action 2: The Budget was \$2,286,456, the Estimated Actual Expenses are \$1,813,905

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

Goal 4; Action 1 - Re-establish New Teacher Support and Mentor Program

Effectiveness of Action: Effective

The elementary and secondary TSM program will be fully staffed in the 2024-25: 10 elementary and 10 secondary TSM's. The process of hiring the TSM's have been standardized: 7 years teaching in the classroom, served in a leadership role, and received an overall distinguished rating. The TSM program is utilizing the NWEA and CAASPP results for new teachers to evaluate the effectiveness of the program. The TSM program served 84 new and/or pre-service teachers.

Goal 4; Action 2 - Create a professional development system for the Mentor Teacher Support Program

Effectiveness of Action: Somewhat Effective

Even Though there was no specific system of Professional Development developed for the TSM program to monitor the progress, Professional Development was still provided to the TSM's throughout the year.

Goal 4; 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: Somewhat Effective

The district has hired most of the Art and Music teachers for the elementary elective program. This includes bilingual teachers for the three DLI schools. Last year was the first year of the implementation of the Dramatic Literacy rotation and we were not able to fully staff each site.

Goal 4; Action 4-Recruit and retain teachers

Effectiveness of Action: Effective

In the past three years the district has made significant investments in ensuring that we both recruit high quality staff and also retain our staff. To recruit, we have hosted our own job fair the past two years and also implemented a teacher support and mentorship program. To retain, MUSD boasts one of the best staff benefit packages and also gave teachers a 10% salary increase over two years (6% 22-23 & 4% 23-24).

Goal 4; Action 5 - Recruit and retain counselors, PE, VAPA (Music) teachers, and school support staff

Effectiveness of Action: Effective

In the past three years the district has made significant investments in ensuring that we both recruit high quality staff and also retain our staff. To recruit, we have hosted our own job fair the past two years and also implemented a teacher support and mentorship program. To retain, MUSD boasts one of the best staff benefit packages and also gave teachers a 10% salary increase over two years (6% 22-23 & 4% 23-24).

Goal 4; Action 6 - Recruit and retain safety and health staff

Effectiveness of Action: Somewhat Effective

Our division has been diligently focusing on several key areas: firstly, optimizing our core staffing to ensure efficiency and effectiveness. Secondly, we have been working towards adjusting our budget, closely looking at expenditures and aligning them with our strategic goals. This includes evaluating Full-Time Equivalents (FTE) to maximize productivity while controlling costs. Additionally, we have been strategically exploring methods to maintain competitive salary offerings relative to neighboring districts. Staffing in these areas continues to be a challenge and in many cases there are numerous unfilled positions in the health and safety staff.

Goal 4; 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

Effectiveness of Action: Effective

We have managed to strengthen our systematic approach to supporting sites and students through the staff hired in the area. While pursuing equity over equality, MUSD has been able to ensure human and fiscal resources are allocated based on greatest need(s).

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.

During the development of the 2024-25 MUSD LCAP, a Strategic Planning team convened multiple times to review and discuss the goals and actions outlined in the 2023-24 LCAP. The purpose of these meetings was to assess the effectiveness of the previous goals and actions using both quantitative and qualitative measures. Based on this strategic planning process, the goals and actions for the 2024-25 LCAP were crafted to address the current needs of our students, families, and community. As a result, there will be no equivalent goal or actions in this specific Goal area in the 2024-25 LCAP. However, some actions from the 2023-24 LCAP will be similar to those in the 2024-25 LCAP and can be found within Goals 1, 2, 3, 4, and 5.

Goal #5 Incentives & support to continuously improve performance

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

Measuring and Reporting Results

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

Goal Analysis

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

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

Goal 5; Action 4: *Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities* - The district developed the Strategic Action Plan (SAP) stipend for teachers who were on the SAP team and this past year it was increased to attract highly qualified, experienced educators to the strategic action planning teams.

Goal 5; Action 7: *Design & Implement Student Champion Course* - The student champion course is provided to every new employee during their hire orientation. This requires the district to pay new employees for this participation as it is on non-contracted time.

Goal 5; Action 9: *Develop career ladder for Classified staff with an emphasis on transitioning paraprofessionals to become certified teachers* - MUSD was awarded a grant through the California Commission for Teacher Credentialing (CTC); which was for classified employees to pursue earning a teacher credential. The grant amount was reduced to \$28,315 based on the prior year reporting (the number of participants enrolled was less than projected when completing the grant). If the funds are not spent this year, they will carry over to future fiscal years.

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

Goal 5; Action 4: The Budget was \$440,000, the Estimated Actual Expenses are \$1,363,771

Goal 5; Action 7: The Budget was \$5,000, the Estimated Actual Expenses are \$60,430

Goal 5; Action 9: The Budget was \$120,000, the Estimated Actual Expenses are \$22,800

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

Goal 5; 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.

Goal 5; Action 2 - Redesign the school day to build embedded professional learning opportunities, including collaboration within and between sites

Effectiveness of Action: Highly Effective

MUSD had fully implemented the action by providing 100 minutes weekly for every elementary school district districtwide in grades TK-6.

Goal 5; Action 3 - Provide professional learning in order for individuals to progress and/or enter the career ladder

Effectiveness of Action: N/A

MUSD sees improvement with new teacher classroom instruction and student achievement in those classrooms due to the increase in the support being provided by the teacher mentors. However, this progress cannot be attributed to the Career Ladder initiative because currently there is no progress being made on the Career Ladder.

Goal 5; Action 4 - Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities

Effectiveness of Action: Effective

There are multiple examples of staff collaborating through Professional Learning Communities: Collaborative teams by grade level and content area at all schools across the district, principals leadership teams, site and district administrative collaborative teams. These teams collaborate to provide guidance, instruction, training, etc. to educators across the district. The result of these collaborations has led to increased student achievement and increased student engagement.

Goal 5; Action 5 - Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve

Effectiveness of Action: Somewhat Effective

The classified salary study helped develop the career ladder process for each classification. CSEA, PC and the district will need to continue negotiations to clearly define the roles and processes.

Goal 5; Action 6 - Hire permanent substitute teachers

Effectiveness of Action: Highly Effective

MUSD yearly is able to recruit and supply year-round substitutes for school sites. This has greatly reduced the classroom vacancies.

Goal 5; Action 7 - Design & Implement Student Champion Course

Effectiveness of Action: Effective

The goal was met by training and onboarding staff through our Student Champion Course content. All new classified and certificated staff were trained in the Student Champion course. This will be a yearly training and all new staff will be expected to attend.

Goal 5; Action 8 - Offer Staff Wellness Courses

Effectiveness of Action: N/A

Never implemented with fidelity in 2023-24.

Goal 5; Action 9 - Develop a career ladder with an emphasis on transitioning paraprofessionals to become certified teachers.

Effectiveness of Action: Somewhat Effective

The PC has overseen this program and currently has 15 MUSD employees participating in this program. Some staff members do not complete this program. We need to finish this first cohort to evaluate the effectiveness of this program.

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

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

Goal #6 High-Quality Operational Services

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

Measuring and Reporting Results

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

Goal Analysis

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

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

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

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

Goal 6; Action 2: The Budget was \$18,362,185, the Estimated Actual Expenses are \$22,829,779

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

Goal 6; 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

Goal 6; Action 2 - Child Nutrition Services

Effectiveness of Action: Highly Effective

The Child Nutrition services continues to make changes to improve the breakfast and lunch items offered in our schools. The staff has attended statewide training to be up-to-date in the child nutrition laws and the latest technology. Kitchens at various school sites have been modernized to better serve our students.

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners.

LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary 2024-2025

General Information

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

Madera Unified School District (MUSD) is located in the geographic center of California in a growing community of 68,000. Our district serves over 20,000 students and has approximately 2,668 employees. Madera Unified comprises 28 schools. Currently, there are 18 elementary schools, three comprehensive middle schools, one project based learning, career themed school for 8th grade students, one alternative high school, two comprehensive high schools, one community day school, one TK-12 Independent Study and one adult school.

DISTRICT OVERVIEW

Madera Unified School District

is located in the geographic center of California



28 Schools

18 Elementary
4 Middle
3 High
2 Alternative Education
1 K-12 Independent Study



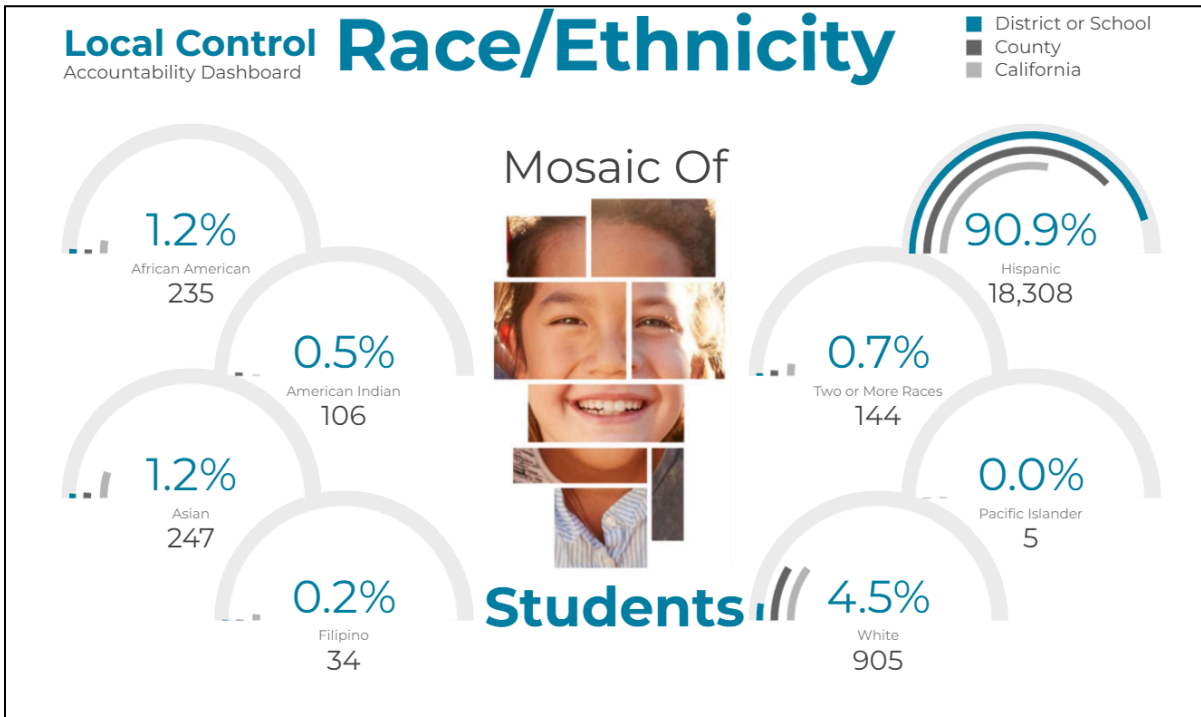
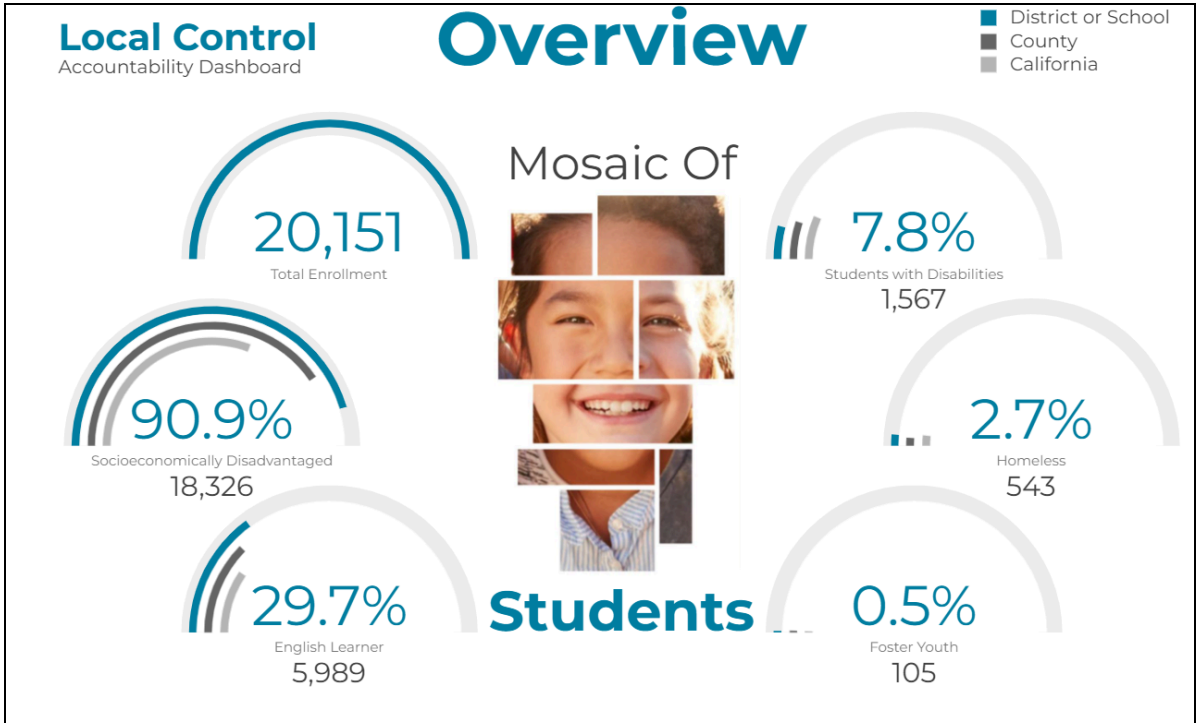
20,151
Students



2,668
Employees

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

Madera Unified has four schools identified as Equity Multiplier schools; they are Eastin Arcola Elementary, Ripperdan CDS, Mt. Vista Continuation, and Furman ISP.



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



Madera Unified Community Compact

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

MUSD Governing Board of Trustees' Goals

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

Our Vision

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

Our Mission

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

Our Belief Statement

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

Our Creed

WE BELIEVE in...

- ★ Strong relationships between students, staff, parents and our community
- ★ Rigorous expectations for ALL students with proper supports and opportunities to achieve mastery
- ★ Collaboratively planned relevant, challenging, and creative lessons
- ★ Intrinsic motivation through curiosity, creativity, and choice
- ★ Intentionally engaging classrooms and active learning
- ★ Strong civic engagement through service learning
- ★ The highest student achievement in all areas
- ★ An orderly learning environment with dynamic school cultures
- ★ A financially sound & effective organization

Our Core Values

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

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



MUSD Board Approved: 3-26-19

Reflections: Annual Performance

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

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

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

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

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

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

Districtwide Student Groups earning the lowest performance level

Dashboard Indicator	Student Group	Addressed in the Following Action	Page #
Graduation Rate	English Learner	Required Action - Goal #4, Action #3	Page 84
Mathematics	English Learner American Indian	Required Action - Goal #4, Action #10	Page 91
English Language Arts	English Learner Homeless African American	Required Action - Goal #4, Action #9	Page 88

Suspension Rate	Homeless Foster Youth African American	Required Action - Goal #3, Action #7	Page 75
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Schools earning an overall rating in the lowest performance level

Dashboard Indicator	School	Addressed in the Following Action	Page #
English Language Arts	Nishimoto Elementary King Middle School Furman ISP	Required Action - Goal #4, Action #9	Page 88
Mathematics	Desmond Middle School Jefferson Middle School King Middle School Torres High School Furman ISP	Required Action - Goal #4, Action #10	Page 91
Suspension Rate	Howard Elementary Alpha Elementary King Middle School Mt. Vista Continuation High School Ripperdan Community Day School	Required Action - Goal #3, Action #7	Page 75
Chronic Absenteeism	Furman ISP Lincoln Elementary School	Required Action - Goal #3, Action #1	Page 72
English Learner Progress Indicator	Pershing Elementary School Alpha Elementary School King Middle School	Required Action - Goal #1: Action #2	Page 58

Student Groups within a school earning the lowest performance level

Dashboard Indicator	School	Student Group	Addressed in the Following Action	Page #
English Language Arts	Howard Elementary	English Learner	Required Action - Goal #4, Action #9	Page 88
	Adams Elementary	English Learner Students w/ Disabilities		
	Rose Elementary	English Learner		
	Lincoln Elementary	English Learner		
	Millview Elementary	English Learner		
	Chavez Elementary	English Learner		
	Dixieland Elementary	Socioeconomically Disadvantaged English Learner		
	Nishimoto Elementary	Socioeconomically Disadvantaged Hispanic English Learner		
	Sierra Vista Elementary	Students w/ Disability		

	Jefferson Middle School	English Learner		
	Desmond Middle School	Students w/ Disability		
	King Middle School	Socioeconomically Disadvantaged Hispanic English Learner Students w/ Disability		
	Furman ISP	Socioeconomically Disadvantaged Hispanic		
Dashboard Indicator	School	Student Group	Addressed in the Following Action	Page #
Mathematics	Adams Elementary	Students w/ Disability	Required Action - Goal #4, Action #10	Page 91
	Rose Elementary	Students w/ Disability		
	Dixieland Elementary	English Learner		
	Nishimoto Elementary	Students w/ Disability		
	Sierra Vista Elementary	Students w/ Disability		
	Desmond Middle School	Socioeconomically Disadvantaged Hispanic English Learner Students w/ Disability		
	Jefferson Middle School	Hispanic English Learner		
	King Middle School	Socioeconomically Disadvantaged Hispanic English Learner Students w/ Disability		
	Torres High School	Socioeconomically Disadvantaged Hispanic		
	Furman ISP	Socioeconomically Disadvantaged Hispanic		
Dashboard Indicator	School	Student Group	Addressed in the Following Action	Page #
Suspension Rate	Berenda Elementary	Students w/ Disability Two or More Races	Required Action - Goal #3, Action #7	Page 75
	Sierra Vista Elementary	Hispanic		

	Howard Elementary	Socioeconomically Disadvantaged Hispanic English Learner Students w/ Disability White		
	Alpha Elementary	Socioeconomically Disadvantaged Hispanic English Learner Students w/ Disability		
	Jefferson Middle School	English Learner Students w/ Disability Homeless White		
	King Middle School	Socioeconomically Disadvantaged Hispanic English Learner Homeless		
	Madera High School	Students w/ Disability		
	Madera South High School	English Learner		
	Matilda Torres High School	Homeless		
	Mt. Vista Continuation HS	Socioeconomically Disadvantaged Hispanic English Learner		
	Ripperdan CDS	Socioeconomically Disadvantaged Hispanic		
Dashboard Indicator	School	Student Group	Addressed in the Following Action	Page #
Chronic Absenteeism	Lincoln Elementary	Asian	Required Action - Goal #3, Action #1	Page 72
	Furman ISP	Socioeconomically Disadvantaged Hispanic English Learner		

Reflections: Technical Assistance

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

Differentiated Assistance - Districtwide

Per the California School Dashboard, Madera Unified School district was identified eligible for Differentiated Assistance. Differentiated Assistance (DA) eligibility is assigned based on the school district's performance on the CA School Dashboard of "red" or a combination of "red" and "orange" performance level by a specific student group across multiple dashboard indicators and performance on local indicators.

Madera Unified convened a team of district and school site administrators to review the district's dashboard results in order to determine our district focus. The three student groups specifically who qualified for differentiated assistance were: **English Learners, Homeless, and African American students (see below).**

Student Group Report for 2023

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

The district team was convened to determine a focus for the DA work and the focus will be in **mathematics** for the **English Learner student group with a targeted focus in Middle School**. The DA team met on the following dates (**02/13/2024, 03/07/2024, 03/20/2024, & 04/18/2024**) and was walked through a series of improvement science protocols to develop the following:

- Identification of and creation of a problem statement: **Problem Statement:** During the 22-23 School Year Madera Unified School District was -93.6 points below standard in Mathematics per the California School Dashboard. Specifically, English Learners were -111.1 points below standard respectively during the 22-23 school year.
- Completed fishbone centered around the problem statement
 - Possible Root causes
 - Lack of Instructional Alignment and Depth
 - Teacher Quality and Training
 - Relevance and Application
 - Limited Collaborative Opportunities and Peer Teaching
 - Inadequate Language Support
 - Insufficient Time and Structural Constraints
 - Lack of Parental Support
- Highest root cause selection
 - Teacher Quality and Training
- Driver diagram
 - Primary drivers
 - Enhance instructional quality and differentiation in math teaching
 - Implement strategic curriculum planning with a focus on backward design and integration of multiple skills/concepts
 - Develop and implement targeted intervention strategies for students falling behind

- Change Ideas:
 - Create a robust training program that aims to enhance math performance by making professional development mandatory and focusing on consistent, effective teaching strategies. The program will foster cross-curricular collaboration and embed AVID and other support structures to ensure teachers are well-equipped to meet the needs of our students. This approach should encourage reflective practices and provide continuous support through coaching and co-teaching to promote ongoing improvement.
 - Create a structured catalog of lesson plans and instructional strategies aligned with math standards, creating a robust framework for teaching. It integrates key non-negotiables like SPED, ELD, and the Graduate Profile into lesson and unit planning to ensure inclusivity, with accountability for professional development implementation. Differentiated PD and vertical alignment from 6th to 9th grade, along with regular instructional walks and clear understanding of math standards, foster consistent and effective math instruction.

For the entire plan and all the details associated with the development and implementation of the DA plan that was created utilizing the Improvement science process can be found below:

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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.

Duane E. Furman Independent Study - <https://shorturl.at/auQX2>

Furman ISP convened a leadership team of district and site administrators, teachers, counselor, and other relevant support staff for three planning meetings to develop the CSI plan. Below are key details of the CSI plan for Furman ISP.

- **Problem Statement:** Duane E. Furman Independent Study scored -154.2 points distance from standard on the 22-23 Mathematics CAASPP assessment.
- **AIM Statement:** Duane E. Furman Independent Study will improve to -124.2 points distance from standard by the end of the 25-26 School Year on the Mathematics CAASPP assessment.
- **Change Idea:** Strengthen student math achievement by providing targeted one-on-one tutoring, online scaffolding, and adaptive programs like Khan Academy. Equip teachers with professional development in online teaching strategies while engaging families through resource training sessions like tutor.com. Foster collaborative and real-world learning with AVID-style tutoring, math paraprofessionals, and interactive group interventions to help students take better notes and connect math to their everyday lives.
- **Implementation/Next Steps:**
 - Students access and use scaffolds to get them to meet and exceed
 - Professional development to develop online scaffolding
 - Never had training for online teaching or online strategy
 - One-on-one tutoring
 - tutor.com
 - Family training during parent-teacher night or other days to show them resources
 - Engaging Interventions
 - Some kids don't know how to take notes
 - Adaptive program like Khan Academy, but kids don't find it useful
 - Group Interactions and Group interventions
 - Use Real-world scenarios
 - Hire a Math Paraprofessional
 - Utilize AVID tutors

Martin Luther King Jr. Middle School - <https://shorturl.at/Ej39h>

MLK middle school convened a leadership team of district and site administrators, teachers, counselors, and other relevant support staff for three planning meetings to develop the CSI plan. Below are key details of the CSI plan for King middle school.

- **Problem Statement:** King Middle School scored -80.1 points distance from standard on the 22-23 CAASPP ELA Assessment.
- **AIM Statement:** King Middle School will improve to -50.1 points distance from standard on the CAASPP ELA Assessment by the end of the 25-26 School Year.
- **Change Idea:** To increase effectiveness of classroom instruction and exhibit consistently high expectations.

Teachers will focus on delivering lessons that are focused on the literacy standard(s) across core subject areas through on-going professional development in *Effective Instructional Strategies*, and building opportunities for Instructional Rounds implementing the Guaranteed & Viable Curriculum (GVC) and the MUSD Graduate Profile elements, supported by improving classroom management (building relationships, trauma-informed practices, classroom culture, and consistent expectations).

Ripperdan Community Day School - <https://shorturl.at/ajBP2>

Ripperdan CDS convened a leadership team of district and site administrators, teachers, counselor, and other relevant support staff for two planning meetings to refine and enhance their CSI plan as this will be year two of implementing strategies to increase student attendance and lower the schoolwide suspension rate. Below are key details of the CSI plan for Ripperdan CDS.

- **Problem Statement:** During the 22-23 School Year Ripperdan Community Day School had a 64.3% suspension rate per the California Dashboard
- **AIM Statement:** Ripperdan Community Day school will reduce the suspension rate from 64.3% to 60.0% by the end of the 23-24 School Year
- **Change Idea:** Dedicate a position for an “Intervention Specialist” within the school. This staff member would be responsible for assisting existing staff with additional intervention training and support to reduce the number of classroom suspensions or provide an alternative to suspensions. Additionally, and new to the plan for this year is for each teacher to have a period in the day designed specifically for targeted student support and intervention activities where teachers can focus on planning and implementing strategies that address the unique needs of students who are at risk of chronic absenteeism.

Monitoring and Evaluating Effectiveness

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

MUSD 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 developed and agreed 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.

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

Engaging Educational Partners

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Strategic Planning Team	<p>Madera Unified convened a team of community members and business partners, students, parents, teachers, site and district administrators, support staff, superintendents executive cabinet members, and executive administrative assistants in a series of meetings to review the 2023-24 LCAP, determine the priorities for the new LCAP, and to analyze the effectiveness of each adopted LCAP action, evaluate the effectiveness of each action, and determine if that action would be carried over to the new LCAP, revised for the new LCAP, or removed from the new LCAP.</p> <p>Meeting #1 - 11/01/23 Meeting #2 - 12/14/23 Meeting #3 - 1/09/24 Meeting #4 - 2/07/24</p>
Parent Advisory Committee	<p>Madera Unified held Parent Advisory Committee (PAC) meetings to gather their feedback on the LCAP. The feedback was compiled and presented to the Board and superintendent at the April 23, 2024 board meeting. During the May 8th PAC meeting the draft LCAP was presented to the committee and the superintendent provided the written response to the committee with comments and feedback regarding the actions that will be funded through the 2024-25 LCAP.</p> <p>Meetings held and voting member attendance: 10/4/23; 14 Voting Members 11/1/23; 21 Voting Members 1/17/24; 19 Voting Members 2/7/24; 25 Voting Members 3/6/24; 22 Voting Members 4/10/24; 22 Voting Members 5/8/24; 16 Voting Members Total Voting Member Attendance: 139</p>
Student Voice	<p>Madera Unified engaged high school students in developing the LCAP through an innovative Parsec Real platform approach. Students were invited to provide feedback via video, audio, or text submissions on the platform from April 14th-30th, 2024, addressing a series of specific questions designed to gather insightful and personal responses.</p> <ol style="list-style-type: none"> 1. What makes you come to school even when you don't feel like it? Is it a fun activity, sports, art, or someone you like talking to? 2. Tell me about a time in class when you learned something new and it was really interesting. What made it fun? 3. Can you tell me about a time when your culture, belief or language were reflected in a classroom activity or a school event? What was the situation, and how did it make you feel? 4. Can you tell me about a time when someone at school did something to make you or

- your family feel welcome and safe?
5. What's one thing you wish the adults who make decisions knew about what your school needs?

Based on the summarized student feedback, the top five priorities are:

1. **Supportive and Inclusive School Environment:** Emphasizing safety, well-being, and a welcoming atmosphere is crucial for a positive student experience. Improved security measures, mental health support, and better school facilities are essential components of this priority.
2. **Social Connections and Relationships:** Friendships, positive interactions with peers and teachers, and social activities are key motivators for school attendance and significantly enhance the overall school experience.
3. **Interactive and Engaging Teaching Methods:** Hands-on, interactive, and culturally inclusive teaching approaches improve learning experiences, student participation, and enjoyment in education.
4. **Cultural Representation and Inclusion:** Incorporating cultural diversity and representation in school activities and the curriculum fosters a sense of belonging, enhances student identity, and motivates school attendance.
5. **Balanced Workload and Student Involvement:** Balancing academic demands with personal life, incorporating extracurricular activities tailored to personal interests, and involving students in decision-making processes support well-being and engagement.

Here are the themes gathered from the feedback by school site (at this time there are no responses from Mt. Vista Continuation HS).

Madera High School

Theme 1: Adjustments in workload, scheduling, and the inclusion of extracurricular activities tailored to personal interests are necessary to support student well-being and engagement

Theme 2: The presence of a supportive and inclusive school environment, emphasizing safety and well-being, is essential for a positive experience

Theme 3: Social connections, including friendships and positive relationships with peers and teachers, are key motivators for school attendance

Theme 4: Interactive and engaging teaching methods significantly improve learning experiences

Theme 5: Cultural representation and inclusion in school activities foster a sense of belonging and enhance student identity

Madera South High School

Theme 1: Balancing academic demands with personal life and ensuring student involvement in decision-making are vital for a supportive educational experience

Theme 2: The need for improved school facilities, including better resources and mental health support, is critical

Theme 3: Enhanced security and welcoming measures are essential for a positive school environment

Theme 4: Hands-on and culturally inclusive learning experiences significantly enhance student engagement and sense of belonging

Theme 5: Social connections and engaging activities are key motivators for school attendance and enjoyment

	<p><u>Torres High School</u></p> <p>Theme 1: Cultural representation and inclusivity in school activities and curriculum enhance student engagement, pride in heritage, and foster a welcoming environment Theme 2: Parental influence, expectations, and supportive relationships play a key role in motivating students to attend school and achieve academically Theme 3: Hands-on, interactive, and engaging teaching methods significantly improve learning experiences, student participation, and enjoyment in education Theme 4: A supportive, safe, and inclusive school environment, alongside improved facilities and policies, is crucial for student well-being, academic success, and satisfaction Theme 5: Friends and social connections are key motivators for school attendance, enhancing the learning experience and fostering a sense of belonging</p> <p><u>Furman High School</u></p> <p>Theme 1: Social connections and friendships significantly influence school attendance Theme 2: A welcoming and inclusive school environment fosters positive feelings and safety Theme 3: Engagement and enjoyment in learning are enhanced by interactive and culturally relevant teaching methods Theme 4: The need for improved school facilities and resources is evident Theme 5: Motivation for school attendance varies from academic interests to personal relationships and cultural representation</p> <p><u>Rippperdan Community Day School</u></p> <p>Theme 1: Need for improved school facilities and resources Theme 2: School food quality and diversity in elective classes are essential for student satisfaction Theme 3: Positive relationships and safety measures enhance school experience Theme 4: Desire for more engaging and culturally relevant school activities Theme 5: Motivation for school attendance varies from academic interests to social interactions</p>
<p>District English Language Advisory Committee</p>	<p>Madera Unified held monthly District English Learner Advisory Committee (DELAC) meetings to gather their feedback on the LCAP Goals and Actions specifically. The feedback was compiled and presented by the DELAC Executive Committee on April 26th to the MUSD Board of Trustees and Superintendent during the Information & Reports portion of the MUSD board meeting. At the May 20th DELAC meeting a draft of the 2024-25 LCAP was presented and the Superintendent delivered his written response back to DELAC with comments and feedback.</p> <p>Meetings held and voting member attendance: 9/11/23; 19 Voting Members 10/16/23; 16 Voting Members 11/13/23; 14 Voting Members 12/18/23; 16 Voting Members 1/29/24; 15 Voting Members 2/26/24; 14 Voting Members 3/18/24; 12 Voting Members 4/29/24; 13 Voting Members 5/20/24; 16 Voting Members</p> <p>Total Voting Member Attendance: 135</p>
<p>MUTA, CSEA, and CMBA (Local bargaining units)</p>	<p>The Madera Unified approach to engaging our local bargaining units is rooted in the belief that meaningful collaboration leads to better educational outcomes. We prioritize transparency, inclusivity, and continuous improvement by actively seeking and valuing diverse perspectives. Our commitment to open communication ensures that all voices are heard and considered in</p>

	<p>decision-making processes. A LCAP presentation was given at a regularly scheduled member meeting and a 5 question survey was developed to gather valuable insights from our Educational Partners and was also provided in Spanish for our CSEA members.</p> <p>Timelines and response counts: MUTA: 4/17/2024 to 05/03/2024; 66 responses CSEA: 4/19/2024 to 05/03/2024; 46 English responses, 3 Spanish responses CMBA: 5/14/2024 to 05/31/204; 14 responses</p>
SELPA	<p>Marisa Etheridge (Madera County Superintendent of Schools; SELPA Director), Sheryl Sisil, Associate Superintendent of Educational Services, Becky McHaney (Madera Unified; Director of Special Services), and Adam Bonilla (Madera Unified; Director of Continuous Improvement) met via Zoom on June 4th.</p> <p>MUSD shared with the SELPA Director the percentage of students in MUSD who are classified as Students with Disabilities (SWD) and the budget amounts for the 24-25 FY as well the planned programs and services being implemented and sustained by MUSD. Additional discussion was centered on the services being provided to MUSD students through enrollment in Madera County Superintendent of Schools programs.</p>
Community Feedback	<p>Each MUSD school held a community LCAP feedback listening session. These school based community meetings were facilitated by the principal and vice-principal of each school. Each school site administrative team presented on the following topics:</p> <ul style="list-style-type: none"> ● MUSD At a Glance - District and School Site Data ● 24-25 LCAP Proposed Goals and Actions ● 24-25 LCAP Recommendations <p>At the completion of each listening session the participants were asked to complete a survey soliciting their feedback. The surveys were provided in English and Spanish and were available on the district website, and each school shared the links during their presentation and also shared via Parent Square.</p> <p>The community meetings were held at the following schools and dates:</p> <p>Alpha Elementary - 4/12/24 & 4/15/24; Berenda Elementary - 4/18/24; Cesar Chavez Elementary - 4/18/24; Dixieland Elementary - 4/9/24; Duane E. Furman Independent Study - 4/11/2024; Eastin-Arcola Elementary - 4/18/24; Furman Elementary - 4/11/24; George Washington Elementary - 4/16/24; Howard Elementary - 4/18/24; Jack G. Desmond Middle - 4/23/24; James Madison Elementary - 4/16/25; James Monroe Elementary - 4/17/24; John Adams Elementary - 4/4/24; John J. Pershing Elementary - 4/9/24; La Vina Elementary - 4/16/24; Lincoln Elementary - 4/17/24; Madera High - 4/8/24; Madera South High - 4/11/2024; Madison Elementary - 4/16/25; Martin Luther King Jr. Middle - 4/17/24; Matilda Torres High - 4/17/2024; Millview Elementary - 4/12/24 & 4/18/24; Mt. Vista Continuation - 4/18/24; Nishimoto Elementary - 4/11/24; Parkwood Elementary - 4/18/24;</p>

	<p>Ripperdan Community Day - 4/24/2024; Sierra Vista Elementary - 4/16/24; Thomas Jefferson Middle - 4/9/24; Virginia Lee Rose Elementary - 4/18/2024</p>
<p>Equity Multiplier School Feedback</p>	<p>Response counts: 161 English responses, 69 Spanish responses</p> <p>Equity Multiplier schools were notified of their school status after the release of the California School Dashboard in January. MUSD has four schools that met the state requirements to receive the Equity Multiplier funds. The following school sites held meetings with students, staff and community members to develop each of their plans.</p> <p>Eastin-Arcola Elementary - https://shorturl.at/9NX2V</p> <ul style="list-style-type: none"> ● Principal - Danene Guglielmana ● \$103,156 Equity Multiplier funds allocated ● LCAP Goal 6 - EM Plan, Pg. 90 ● Educational Partner Meeting Date(s): Staff Feedback on May 8, 2024, May 15, 2024, May 22, 2024, and SSC on May 28, 2024 <p>Duane E. Furman Independent Study - https://shorturl.at/xllyx</p> <ul style="list-style-type: none"> ● Principal - Michelle Angus ● \$588,409 Equity Multiplier funds allocated ● LCAP Goal 7 - EM Plan, Pg. 92 ● Educational Partner Meeting Date(s): Staff Feedback on April 22, 2024, SAP Team Feedback on May 6, 2024, and ELAC/SSC on May 9, 2024 <p>Mountain Vista Continuation - https://shorturl.at/Xpd4g</p> <ul style="list-style-type: none"> ● Principal - Matt Tobin ● \$217,890 Equity Multiplier funds allocated ● LCAP Goal 8 - EM Plan, Pg. 95 ● Educational Partner Meeting Date(s): Staff Feedback on May 22, 2024 <p>Ripperdan Community Day - https://shorturl.at/bNfBG</p> <ul style="list-style-type: none"> ● James Jackson ● \$103,156 Equity Multiplier funds allocated ● LCAP Goal 9 - EM Plan, Pg. 96 ● Educational Partner Meeting Date(s): Staff Feedback on May 24, 2024

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

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

As mandated by California Education Code, there was a public hearing held on June 11, 2024 during the public session of the MUSD regularly scheduled Board of Trustees meeting. Following that meeting on June 25, 2024 the MUSD Board of Trustees took action to approve the 2024-25 Draft LCAP and the MUSD 2024-25 adopted budget during the public session of the regularly scheduled board meeting. Lastly, at the same meeting the annual progress on the Local Dashboard Indicators was presented during the Information and Reports section of the board meeting held on June 25, 2024. Below is a detailed description of how this feedback shaped the adopted LCAP:

Goal 1: Assets-Based Multilingualism

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

Actions Taken:

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

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

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

Goal 2: High Quality Student Engagement Opportunities

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

Actions Taken:

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

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

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

Goal 3: Effective Learning Environments

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

Actions Taken:

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

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

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

Goal 4: Maximize Student Achievement

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

Actions Taken:

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

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

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

Goal 5: High-Quality Operational Services

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

Actions Taken:

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

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

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

Goal 6: Eastin Arcola - Equity Multiplier

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

Actions Taken:

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

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

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

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

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

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

Actions Taken:

Increase Supplemental and Support Staffing: To ensure the success of all students, we will provide continuous outreach to students and parents, offering comprehensive support for academic, behavioral, and socio-emotional challenges, with a particular focus on K-8 ELA and math. This includes regular monitoring and communication to address attendance, work completion, and academic performance.

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

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

Goal 8: Mountain Vista Continuation High School - Equity Multiplier

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

Actions Taken:

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

Increase Student Engagement Opportunities: We will be providing additional academic, behavioral, and social-emotional support; which will create a learning environment that is able to more specifically meet the needs of their student population.

Goal 9: Ripperdan Community Day School - Equity Multiplier

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

Actions Taken:

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

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

school activities, family communication materials, and an online SEL learning platform to support students and staff.

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

Goals and Actions

Goal #1 - Assets Based Multilingualism

Goal #	Description	Type of Goal
1	Fostering asset-based multilingualism to celebrate and leverage the diverse linguistic talents of our students and families for equitable access to language resources and enhanced academic success. This goal and its subsequent actions are designed to address the needs of students at-risk of becoming a Long-Term English Learner (LTEL) and students who have already become an LTEL.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of English Learner students	49.3% making			55.0% making	

	who made progress toward English Proficiency as measured by the CA School Dashboard English Learner Progress Indicator (ELPI) Data Source: California Dashboard	progress towards English language proficiency 2023			progress towards English language proficiency	
1.2	English Learner Reclassification Rate Data Source: Internal Data Source and DataQuest	12.3% estimated in 2023-2024			20%	
1.3	Percentage of Students earning the CA Seal of Biliteracy Data Source: Internal Data Source	298 Students in 2023-2024			350 Students	
1.4	NWEA MAP Reading Fluency (K-2nd) (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	All : 23.5% EL:15.2% FY:17.3% HY: 13% SWD: 8.5% Meet or Exceeds in all assigned domains on the Spring 2024-2025 administration			ALL: 50% EL: 40% FY: 40% HY: 40% SWD: 30%	
1.5	NWEA Mathematics (1st-2nd) (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	ALL: 19.8% EL : 7.1% FY: 27.8% HY: 22.8% SWD: 6.1% High or High Average on the Spring 2023-2024 administration			ALL: 55% EL: 45% FY: 60% HY: 45% SWD: 45%	
1.6	CAASPP ELA (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: -52.2 DFS EL: -81.9 DFS FY: 77.1 DFS HY: -85.2 DFS SWD: -126.4 DFS in 2022-2023 (1-year lag)			ALL:10 DFS EL: 0 DFS FY: 0 DFS HY: 0 DFS SWD: -5 DFS	
1.7	CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -93.6 DFS EL: -111.1 DFS FY: 108.9 DFS HY: -119.3 DFS SWD: -157.9 DFS in 2022-2023 (1-year lag)			ALL: -5 DFS EL: -15 DFS FY: -15 DFS HY: -15 DFS SWD: -25 DFS	
1.8	NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: 38.5% EL: 39.6% FY: 33.9% HY: 36.4% SWD: 35.7% Mathematics ALL: 42.1% EL: 37.8%			ALL: 80% EL: 80% FY: 80% HY: 80% SWD: 80% both for Reading and Mathematics on their best target	

		FY: 45.7% HY: 41.0% SWD: 36.8% met their best target by the Spring 2023-2024 administration				
1.9	College/Career Indicator (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 40.1% EL: 7.7% FY: 10.5% HY: 16.3% SWD: 5.2% prepared in 2022-2023 (1-year lag)			ALL: 60% EL: 45% FY: 45% HY: 50% SWD: 35% prepared	

Goal Analysis for 2024-25

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Creating assets-oriented and student responsive schools	All schools will use the English Learner Roadmap:	\$647,573	YES
		<p>Schools will focus on knowing who their English Learners are, understanding the diverse typologies of EL's, creating safe and affirming school climates, and building strong family-school-community partnerships.</p> <p>Schools will focus on improving the academic outcomes for multilingual students in MUSD.</p> <p>Metric(s) Impacted: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9</p>	\$381,026	NO
2	Supporting programs and practices that provide intellectual rigor and meaningful access to high quality academic programs for English Learners	<p>This is a required action for Pershing and Alpha Elementary School and King Middle School as these schools received the lowest performance level on the English Learner Progress Indicator (ELPI). In order to address the performance of English Learners, MUSD will do the following:</p> <p>All English Learner students: Support all English Learner students in obtaining English language proficiency and mastery of the core content standards by implementing a high-quality, comprehensive program for English Learners that includes the following:</p> <p>Intentional professional development focusing on instructional strategies and practices that improve the development of English language proficiency and literacy at all levels.</p> <p>Elementary Schools will prioritize:</p> <ul style="list-style-type: none"> ● 4th grade at-risk EL students ● Implementation of Designated ELD curricular units in grades 5 & 6 <p>Secondary Schools will prioritize:</p> <ul style="list-style-type: none"> ● Development and Implementation of curriculum for designated ELD courses ● Implementation of research based EL strategies in the core classrooms (English Language Arts, Math, Social Science, & Science) 	\$1,424,753	YES

2		<p>Long Term English Learner (LTEL) students: Teacher and support staff training and instructional coaching 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</p> <p>Elementary Schools will prioritize:</p> <ul style="list-style-type: none"> ● 4th grade at-risk EL students ● 5th grade long-term English Learners <p>Secondary Schools will prioritize:</p> <ul style="list-style-type: none"> ● Implementation of curriculum for designated ELD courses, specifically ELD III & IV which is where the majority of the LTEL are scheduled for their Designated ELD ● Ensuring authentic opportunities exist for LTEL student to practice and prepare for the summative ELPAC assessment ● Implementation of EL strategies in the core classrooms to support the full implementation of Integrated ELD ● Reclassification of Long-Term EL's and At-Risk EL's <p>Newcomer students:</p> <ul style="list-style-type: none"> ● Newcomer programs with specialized instruction and services that are developed based on research and professional development for newcomer teachers and leaders. ● Extended learning opportunities, including summer literacy academy designed to meet the needs of Newcomers. ● Emphasis on literacy development and early reading skills. ● English Language Development: at least three periods/day of specialized support and instruction. <p>Metric(s) Impacted: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9,</p>		
3	Ensuring system wide conditions to support the implementation of high quality English Learner	Enhance teacher and leader capacity through continuous professional development.	\$129,464	YES

	<p>programs through teacher and support staff professional development</p>	<p>Elementary and Secondary professional learning sessions will be aimed at:</p> <ul style="list-style-type: none"> ● deepening understanding and proficiency in English Language Proficiency Assessments, ● reclassification procedures, ● the ELA/English Language Development (ELD) Framework, ELD standards, integrated and designated ELD strategies, ● as well as evidence-based practices tailored to address the distinct language requirements of English Learner (EL) and Long-Term English Learner (LTEL) students. <p>Elementary and Secondary professional learning sessions specifically to address the learning and language needs of English Learner students who are classified as LTEL's:</p> <p>The district will provide comprehensive professional development opportunities:</p> <ul style="list-style-type: none"> ● The training will be geared geared specifically towards enhancing academic achievement for LTEL students. These sessions will empower teachers to deliver rigorous, standards-aligned instruction specifically tailored to meet the needs of Long-Term English Learner (LTEL) students. ● The training will focus on implementing targeted interventions and effectively addressing the diverse language and academic requirements of LTEL students, ensuring equitable educational experiences and fostering meaningful progress for each learner. <p>Metric(s) Impacted: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9</p>	<p>\$688,100</p>	<p>NO</p>
<p>4</p>	<p>Districtwide and site based Instructional Coaching</p>	<p>Provide site-based instructional coaches in all secondary sites with a focus on supporting teachers in designated English Language Development (ELD).</p> <p>Develop capacity of District Academic Coaches.</p> <ul style="list-style-type: none"> ● Cognitive Coaching ● Teaching and Learning Cycle 	<p>\$372,120</p>	<p>YES</p>

		<ul style="list-style-type: none"> • Instructional Coaching: Jim Knight's Impact Cycle • Increase knowledge of content specific implementation of strategies to support EL's. • Build strong relationships with site leads and teachers <p>Secondary Schools: Develop the capacity of the lead EL teachers in middle and high school.</p> <ul style="list-style-type: none"> • Teaching and Learning Cycle • Increase knowledge of content specific implementation of strategies to support EL's. • Build strong relationships with EL's and content specific teachers to ensure proper supports for EL's <p>Elementary Schools: Develop capacity of fourth and fifth grade teachers in elementary school</p> <ul style="list-style-type: none"> • Develop the skill and strategies of fourth and fifth grade teachers by providing differentiated professional learning opportunities and instructional coaching cycles that ensure intentional ELD instruction occurs thus improving individual student outcomes. • Implement the Teaching and Learning Cycle <p>Metric(s) Impacted: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9,</p>		
5	Develop, Sustain, and Expand Dual Language Immersion Schools	<p>Develop, Sustain and Expand DLI Schools with Commitment to Staffing, Equitable Resource and Research-Based Practices</p> <p>Madera Unified Dual Language Immersion program responds to MUSD's vision for achievement and excellence by;</p> <ul style="list-style-type: none"> • Organizing and providing educational opportunities for students, in Spanish and English that promote key developmental assets such as positive identity, social competency, commitment to learning, and empowerment. • Providing a programmatic opportunity for all students to engage in second language study by engaging two different language groups in study of each other's language. 	\$248,000	YES

		Dual Language programs in MUSD are programs of choice and therefore provide additional opportunities for low income, foster youth and English learner students in MUSD. Metric(s) Impacted: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9		
6	Cultural Exchange Opportunities	Engage in international cultural exchange opportunities for cultural and linguistic staff development due to traditional university teacher preparation and training being insufficient to meet Madera Unified students' language support needs and must be improved and sustained through ongoing training. An asset-based approach to multilingualism with the highest quality language support that meets students' needs, will improve achievement, raise reclassification rates and allow access to pathways/electives. Metric(s) Impacted: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 4.13, 4.14	\$100,000	YES

Goal #2 - High Quality Student Engagement Opportunities

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

A sense of belonging is a necessary condition of engagement. Co-curricular programs lead to higher participation, improved interpersonal connections, overall school engagement, intrinsic motivation, and a sense of personal pride and satisfaction. These opportunities encourage students to participate in a variety of experiences and meet a variety of people within the school system, throughout the community, and beyond county lines. Participate in a variety of experiences, travel to different places, enhance learning of potential strengths, awareness of opportunities throughout life, real life experiences to enhance cognitive and affective abilities, experience a variety of work based skills, focus on the development of personal and interpersonal skills, discover new opportunities, create a desire to come to school and find value in core learnings through real-life application.

Measuring and Reporting Results

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

	Data Source: Internal Tracking					
2.6	Number of Unique student participants in MULES (Elementary), MS Athletics, or HS Athletics Data Source: Internal Tracking	5,641 Unique students in 2023-2024			6,000 Unique students	
2.8	Elementary Student Engagement Data Source: Internal Tracking System	No current baseline - 2024-2025 will be tracked for the first time			Target will be developed after the 2024-2025 school year	
2.9	Career Technical Student Organization Affiliation Data Source: Internal Tracking	2,182 Members affiliated in 2023-2024			2,618 Members affiliated	
2.10	Number of student achieving "Advanced" level in at least one art discipline Data Source: Internal Tracking	141 Students in 2023-2024			151 students	

Goal Analysis for 2024-25

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Expand and Sustain Learning Opportunities beyond the school day	<p>Being connected to school is highly valuable to students' overall education and identity and modern children have a greater and more specific need for this kind of engagement.</p> <p>Expansion and sustaining of such activities includes but is not limited to:</p> <ul style="list-style-type: none"> ● Summer School <ul style="list-style-type: none"> ○ Elementary, Middle, & High School Summer School - June thru July ● After School Programs (in school and summer school) - TK-12th grades ● ELOP Winter Camps - TK-8th grades <ul style="list-style-type: none"> ○ Elementary winter Camp - STEM, Art, Robotics, Athletics ○ San Joaquin River Camp ○ CSUF NASA STEM Camp ○ George Washington Carver Pre-Collegiate STEAM Camp ● ELOP Summer Enrichment Camps - TK-8th <ul style="list-style-type: none"> ○ Athletic Multi-Sport summer camps ○ Madera District Fair Camp ○ San Joaquin River Camp ○ CSUF STEM Academy Camps ○ CSUF Transportation & Bike Camp - 6th-9th grades ○ Madera County Arts Council Elementary and High School Art Camps - TK-6 & 9th-12th grades ○ MUSD STEM Camp ○ Robotics/Engineering Camp ○ Gold Gulch Adventure Camps ○ Rainbow Chefs Camp ○ Quest Camp ○ LEGOs Camp ○ MUSD Visual and Performing Arts Camps - 4th-8th & 8th-12th ○ Literate Voices Literacy Camp - 7th-9th ○ Cultural Day Camps - 4th-12th ○ Swimming Lessons ○ Career Technical Education Camps ○ Fresno Chaffee Zoo Camp ○ Wild Water Adventure Sports Camps ○ HPA Legends Soccer Camp ○ City of Madera STEAM Camp 	\$54,621,173	NO

		<ul style="list-style-type: none"> ○ George Washington Carver Pre-Collegiate STEAM Camp ● Elementary School Advanced Learner Academy ● Migrant Summer Program <ul style="list-style-type: none"> ○ M.I.E.L- Migrant Institute for Education & Leadership-Dates: June 17-28, 2024-Location: California State University, Fresno-Includes: Room & Board, 24 hr. Residential supervision; academic instruction in the areas of English Language Arts, Mathematical Concepts, Self and Cultural Pride, and High School Graduation /Career Pathways for incoming 7th through 12th graders. 15 students will be participating ○ Madera Scholars Summer C.A.M.P-College Assistance Migrant Program at Fresno State University from June 10-21, 2024. This will be for incoming grades K through 8th. This will be a 2 week commuter summer program that will include transportation, food, supplies, and activity fees pertaining to CAMP activities. 35 migrant students will participate in the program. The students will participate in writing and math skills activities that will expand their English Language Arts (ELA) and critical thinking skills (Math). ○ Migrant Home-Based Summer Academy-10 teachers will tutor up to 10 students for 14 days from June 10-28, 2024. Tutoring will be one on one or small groups at the students home. Each session will be one hour long with five sessions everyday. The focus will be English Language Arts, English Language Development, and Mathematics. ● UC Merced Middle School Math Academy- Middle School English Learners students will participate in a 6 week math camp held at UC Merced <p>Metric(s) Impacted: 2.1</p>		
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2	Expand and sustain the comprehensive Arts Education program inside and outside of the school day	<p>Sequential and standards-based program in Dance, Media Arts, Music, Theatre, and Visual Art inside and outside of the school day for all students TK-12 to expand student access.</p> <ul style="list-style-type: none"> ● Inside the school day <ul style="list-style-type: none"> ○ Access to five disciplines of arts (TK-6) ○ Access to one or more art courses (7-12) ○ Reaching “Advanced” Mastery by graduation in one or more art discipline / course (9-12) ● Outside the school day <ul style="list-style-type: none"> ○ Personalized or small group extension lessons or activities in each art discipline (including, but not limited to: Music Conservatories, Artists Residency Internships, etc.) ○ Competitive arts activities, including at the national scale ○ Intersession Arts Programs and Experiences (including, but not limited to: Madera Theatre Project, Summer music ensembles, photography intensive, etc.) ○ Opportunities to experience professional-quality arts activities outside of school ● Both inside and outside the school day <ul style="list-style-type: none"> ○ Opportunities to Present / Produce / Perform art(s) for an audience or in competition, whether hosted by the district or elsewhere ○ Staffing, including classified staff to support instructional goals ○ Instructional Supplies & Equipment ○ Professional Development <p>Metric(s) Impacted: 2.2, 2.3, 2.4</p>	<p>\$4,723,790</p> <p>\$3,744,010</p>	<p>YES</p> <p>NO</p>
3	Expand and sustain an articulated and aligned before, during, and after school TK-12 athletics program	<p>A comprehensive and coordinated athletics program design includes, but is not limited to:</p> <ul style="list-style-type: none"> ● Community Athletics and Recreation Department (CARD) <ul style="list-style-type: none"> ○ 2023-24 <ul style="list-style-type: none"> ■ Little Hoopsters ■ Futsal ■ Grass Volleyball - Girls ■ Babe Ruth ■ Little League Softball ○ 2024-25 <ul style="list-style-type: none"> ■ Flag Football 	\$3,053,940	NO

		<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Wrestling ○ 2025-26 <ul style="list-style-type: none"> ■ Tennis ■ Golf ■ Softball ■ Baseball ● Madera Unified League of Elementary Schools (MULES) <ul style="list-style-type: none"> ○ Basketball - Boys & Girls ○ Cross Country - Boys & Girls ○ Flag Football - Boys & Girls ○ Wrestling - Boys & Girls ○ Volleyball - Boys & Girls ○ Track & Field ○ Cheer ○ Soccer - Boys & Girls ● Middle School & High School athletics ● Student Athlete Leadership Team (SALT) - students collaborate on strategies to lead schools to create a positive school culture <ul style="list-style-type: none"> ○ 6 Student Athletes ○ 2 coaches ○ 1 Athletic Director ○ 1 Site Administrator ● Curriculum integration into elementary and secondary physical education classes <ul style="list-style-type: none"> ○ Ensure that the eight required content areas are taught and mastered before graduation ● Ongoing professional development <ul style="list-style-type: none"> ○ California Association of Health physical educations, recreation and dance ○ Society of Health and Physical Educators America ○ Title IX 		
		Metric(s) Impacted: 2.5, 2.6		
4	Expand opportunities to enhance leadership development through out-of-school participation in Career Technical Student Organizations (CTSO)	<p>Provide opportunities for out-of-day competitions, performances, events, and travel in order to perform and compete at high levels against other schools. The following are the organizations offered in Madera Unified.</p> <p><u>CTSO's</u></p> <ul style="list-style-type: none"> ● National FFA Organization (FFA) ● Future Business Leaders of America (FBLA) ● Future Health Professionals (HOSA) ● Family, Career, Community Leaders of America (FCCLA) ● SkillsUSA <p><u>National Student Organization(s)</u></p> <ul style="list-style-type: none"> ● FIRST Robotics 	\$130,000	Yes

		<p>Through CTSO's students can develop leadership skills in and outside the classroom and apply those at the sectional, regional, state and national levels. Each CTSO has different opportunities for students such as competitive events, leadership conferences and elected leadership positions. In order to be more successful at the State and National levels we will improve our local level CTSO's by:</p> <ul style="list-style-type: none"> • Increasing stipend for lead CTSO teacher to provide more local level activities • Adding stipends for CTE teachers to coach competitive CTSO events • Professional Development and best practice sharing with teachers in order to increase CTSO participation <p>Metric(s) Impacted: 2.9, 3.3, 4.13, 4.14</p>		
5	Create a student engagement incentive and tracking program for Co-Curricular student participation	<p>Madera Learning System (MLS) and Elementary Engagement Program for elementary students and Secondary Co-Curricular Participation tracking to honor student engagement.</p> <ul style="list-style-type: none"> • Finalize Engagement Program • Finalize tracking methodology • Incorporate into MLS <p>Metric(s) Impacted: 2.8, 3.3, 4.13, 4.14</p>	\$50,000	YES

Goal #3 - Optimal Learning Environments

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Local Teacher Survey Data Source: Panorama Survey Results	Teaching Efficacy - 78%, Staff-Leadership Relationships - 77%, Student Mindset - 77%, Belonging - 35%, Staff-Family Relationships - 63% in Spring of 2023-2024			Teaching Efficacy - 85%, Staff-Leadership Relationships - 85%, Student Mindset - 85%, Belonging - 50%, Staff-Family Relationships - 75%	
3.2	Local Staff Survey Data Source: Panorama Survey Results	Staff-Leadership Relationships - 75%, Belonging - 69%, Staff-Family Relationships - 55% in Spring of 2023-2024			Staff- Leadership Relationships - 85%, Belonging - 75%, Staff-Family Relationships - 65%	
3.3	Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	School Safety - 60%, School Belonging - 48%, School Climate - 48%, School Engagement - 35% in Spring of 2023-2024			School Safety - 65%, School Belonging - 55%, School Climate - 55%, School Engagement - 40%	
3.4	Suspension Rate (EL = English Learner students;	ALL: 4.7% EL: 4.3% FY: 10.3%			ALL: 4.5% EL: 4.5% FY: 4.5%	

	FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	HY: 7.9% SWD: 7.1% in 2022-2023 (1-year lag)			HY: 4.5% SWD: 4.5%	
3.5	Expulsion Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: DataQuest	ALL: 0.3% EL: 0.2% FY: 0.7% HY: 1.1% SWD: 0.4% in 2022-2023 (1-year lag)			ALL: 0.10% EL: 0.10% FY: 0.50% HY: 0.10% SWD: 0.25%	
3.6	Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 28.2% EL: 23.8% FY: 28.6% HY: 41.3% SWD: 37% in 2022-2023 (1-year lag)			ALL: 7.5% EL: 5% FY: 10% HY: 10% SWD: 10%	
3.7	Basic services: Access to Curriculum Aligned Instructional Materials, Access to Safe, Clean, and Functional Facilities Data Source: California Dashboard	Standard Met			Standard Met	
3.8	Appropriately Assigned Teachers Data Source: Internal Human Resource Information System	1.00% Misassignment rate in 2023-2024			0.90% Misassignment rate	
3.9	Attendance Rates Data Source: CALPADS	90.56% in estimated 2023-2024			92.5% attendance rate	

Goal Analysis for 2024-25

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development and Staff Training to Support Culturally Relevant Teaching Strategies, Materials, and Competency in Diversity, Equity and Inclusion	<p>This is a Required Action for the following: Asian student group at Lincoln Elementary School, and English Learners, Hispanic and Socioeconomically Disadvantaged student group at Furman ISP.</p> <p>To address the Chronic Absenteeism rate at the above MUSD schools, listed below are the staff trainings and support that will be provided:</p> <p>Required teacher collaboration: teachers and support staff will utilize professional collaborative planning that is scheduled and structured to develop high quality and engaging lessons. Support staff will provide additional support as needed to address the teacher needs: Collaborative lesson planning, modeling effective teaching strategies, co-teaching effective lessons, and providing site based training as needed.</p> <p>To address the needs of English Learners, Socioeconomically disadvantaged, and foster youth students district wide. MUSD will require all staff to participate in the following:</p> <p>Required training (Student Champion, etc.) for all new employees that addresses ethics,</p>	\$498,991	YES

		<p>student inequities, and disproportionate outcomes to positively impact suspension and chronic absenteeism rates and survey results through positive staff-student relationships. These trainings occur annually to ensure all new staff are participating in the required training.</p> <p>Metric(s) Impacted: 3.1, 3.3, 3.4, 3.6, 3.7</p>		
2	New Teacher Mentor Program	<p>The Teacher Support Mentor program is committed to build capacity within new teachers by providing professional learning experiences in order to impact student achievement. Our goal is to develop and retain future teacher leaders who are highly qualified and reflective educators meeting the needs of our growing diverse population.</p> <p>Each TSM will provide to their new teacher candidates 8-20 hours per month of direct support including:</p> <p><u>Demonstration lessons & Co-teaching</u> Classroom management Procedures/routines Kagan Structures Evidence-based instructional strategies Differentiation Standard-based instruction Instructional delivery</p> <p><u>Induction (Requirements per MIC Accreditation)</u> CSTP Continuum of Teaching Individual Learning Plan (ILP) Monthly journal Observation of master teachers</p> <p><u>Support</u> Lesson planning Data analysis Student goal setting Incorporation of supplemental materials Research Classroom management Classroom culture/climate Evidence-based instructional strategies Differentiation</p> <p>Metric(s) Impacted: 3.1, 3.7, 3.8</p>	\$4,129,758	YES
3	Diverse Staff Recruitment	<p>Comprehensive recruitment and retention strategies for diverse educational staff in a supportive learning environment.</p> <p>Metric(s) Impacted: 3.1, 3.2, 3.7, 3.8</p>	\$3,031,961	NO

4	Employee Career Advancement (Career Ladder)	<p>Development of a comprehensive employee career ladder with incentive programs, pathways and/or targeted professional learning for career advancement. MUSD and NCEE have partnered to complete this project. Initial draft proposals have been completed and next steps will require MUSD to negotiate the evaluation process for teachers to be designated as a distinguished teacher. Teachers will then be eligible to climb the teacher leader ladder. In the 23/24 school year MUSD was able to develop a pilot program for selecting host/maintenance staff capacity to implement a tiered Positive Behavior Intervention and Supports (PBIS) framework with fidelity to improve students' SEB (social-emotional/behavioral) outcomes.</p> <ul style="list-style-type: none"> ● Site Administrator Workshops - Strengthening Tier 1 Systems to Reduce Disproportions Discipline ● Administrator and Tier 2 Provider Trainings - Implementing Tier 1 and 2 Restorative Practices ● Initiate a Tier 1 SEL core curriculum adoption committee in 9th-12th grade <p>Maintain counselors and psychologists services at all elementary schools teachers and this was implemented with the support of MUTA.</p> <p>Metric(s) Impacted: 3.1, 3.2</p>	\$100,000	YES
5	Social- Emotional Behavioral (SEB) Staff & Professional Learning	<p>Enhance staff capacity to implement a tiered Positive Behavior Intervention and Supports (PBIS) framework with fidelity to improve students' SEB outcomes. This includes conducting Site Administrator Workshops focused on strengthening Tier 1 systems to reduce disproportionate discipline, providing Administrator and Tier 2 Provider Trainings on implementing Tier 1 and Tier 2 restorative practices, initiating a Tier 1 SEL core curriculum adoption committee for 9th-12th grade, and maintaining counselor and psychologist services at all elementary schools.</p> <p>Metric(s) Impacted: 3.3, 3.4, 3.5, 3.6, 3.7</p>	\$6,452,939	YES
6	Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports	<p>Multi-Tiered Systems of Support are designed to address diverse student needs through integrated academic, behavioral, and social-emotional interventions.</p> <ul style="list-style-type: none"> ● School Nurses at Elementary, Middle & High Schools ● Suicide Prevention Day Support ● Site Mental Health Fairs 	\$7,290,481	YES

		<ul style="list-style-type: none"> • Every 15 minutes Support (every other year) • School-wide PBIS Positive Behavior Expectations and Character Lessons • Crisis Response Team (CRT) Member - conduct Risk & Threat Assessments with the team. 		
		Metric(s) Impacted: 3.3, 3.4, 3.5, 3.6		
7	Implement Programs and Services to Reduce Suspension and Expulsion Rates	<p>This is a Required Action for the following groups as they received the lowest performance level on the CA Dashboard in Suspension Rate.</p> <p>Districtwide the following student groups - Homeless, Foster Youth and African American student groups.</p> <p>Schoolwide - Howard, Alpha, King, Mountain Vista, and Ripperdan.</p> <p>Student Groups - Hispanic at Sierra Vista, English Learners at Jefferson, King and Madera South, Students with Disabilities at Berenda, Jefferson and Madera High, Homeless at Jefferson and Torres, Two or more races at Berenda.</p> <p>Listed below are the programs and services that are being implemented and supported by the Student & Family Support Services Department to address the need to reduce both the student suspension rate and expulsion rate:</p> <ul style="list-style-type: none"> • Comprehensive TK-12 Positive Behavior Intervention & Supports (PBIS) • Restorative classroom practices • Social Emotional Behavioral Supports & Interventions • Trauma Informed Behavioral Analysis Team (TIBA) • TOPS program • Time to Teach Program (Middle school focused) • Structured Playground Play (Elementary focused) • K-12 SFSS Consultants (3 FTE) Located in the Student Services department. These consultants provide direct support to school sites with strategies to address student behavior. 	\$1,545,584	NO
		Metric(s) Impacted: 3.4, 3.5		
8	District Adopted Textbooks and Instructional Materials	Provide every students with district adopted textbooks and instructional materials compliant with state standards and board adopted text and supplemental materials	\$4,550,104	NO

		Metric(s) Impacted: 3.7		
9	Provide Resources and Opportunities for Student Field Trips	<p>Allocate funding and logistical support to ensure that TK-6th grade students, regardless of their socio-economic background, have access to field trips. This includes covering transportation costs, entry fees, and any necessary materials or supplies. Field trips are organized to offer a wide array of learning experiences across various disciplines, including the arts, STEM, sports, community service, and leadership development. These trips will be designed to spark curiosity, inspire creativity, and foster a love of learning. These experiences integrate with classroom learning to reinforce and enhance the curriculum. Teachers will prepare pre-trip and post-trip activities that connect the field trip experiences to academic content and learning objectives. Another objective of these field trips is to connect students with local cultural and community resources. This helps to build a sense of belonging and engagement within the community, while also providing opportunities for students to learn about and appreciate diverse cultures and perspectives.</p> <ul style="list-style-type: none"> ● Storyland - TK ● Fresno Chaffee Zoo - K ● Discovery Center - 1st ● Fossil Discovery Center - 2nd ● Discovery Center - 3rd ● Madera Historical Museum - 3rd ● Madera Fairgrounds - 3rd ● Gold Gulch Gold Panning - 4th ● Gold Gulch California History stations - 5th ● Owl Hollow - 6th ● Sycamore Island - 6th 	\$748,300	YES
		Metric(s) Impacted: 3.3, 3.6, 4.13, 4.14		

Goal #4 - Maximize Student Achievement

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

State Priorities addressed by this goal.

1. Basic Services
2. State Standards
3. Parent Involvement

- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Preschool Enrollment Data Source: Student Information System	388 Students (90%) Enrolled in CSPP 2023-2024			431 Students (100%) Enrolled	
4.2	Desired Results Developmental Profile - 2015 Data Source: DRDP Online	Social and Emotional Development - 67%, Language & Literacy Development 49%, Cognition: Math 56% Building Later/Integrating Earlier Level on the spring 2023-2024 administration			Social and Emotional Development - 80%, Language and Literacy Development - 80%, Cognition: Math - 80%	
4.3	Parent Input in Decision Making Data Source: California Dashboard Rubric	Full Implementation 2023-2024			Full Implementation	
4.4	Parent Participation in Programs for Unduplicated Pupils Data Source: Internal Attendance Tracking	2,779 parents participated in virtual or in-person workshops in 2023-2024			3,000 parents participate in virtual or in-person workshops.	

4.5	College/Career Indicator (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 40.1% EL: 7.7% FY: 10.5% HY: 16.3% SWD: 5.2% prepared in 2022-2023 (1-year lag)			ALL: 60% EL: 45% FY: 45% HY: 50% SWD: 35% prepared	
4.6	CTE Pathway Completion Data Source: DataQuest	37.6% of graduates completed a CTE Pathway in 2022-2023 (1-year lag)			45%	
4.7	CTE Pathway and A-G Completion Data Source: DataQuest	19.4% of graduates completed A-G Requirements and a CTE Pathway In 2022-2023 (1-year lag)			30%	
4.8	Access to Standards– Aligned Instructional Materials Data Source: California Dashboard Rubric	0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home			0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home	
4.9	Implementation of State Standards Data Source: California Dashboard Rubric	Standard Met			Standard Met	
4.10	Access to and enrollment in a broad course of study Data Source: California Dashboard Rubric	Standard Met			Standard Met	
4.11	NWEA MAP Reading Fluency (K-2nd) (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	All : 23.5% EL:15.2% FY:17.3% HY: 13% SWD: 8.5% Meet or Exceeds in all assigned domains on the Spring 2024-2025 administration			ALL: 50% EL: 40% FY: 40% HY: 40% SWD: 30%	
4.12	NWEA Mathematics (1st-2nd) (EL = English	ALL: 19.8% EL : 7.1% FY: 27.8% HY: 22.8%			ALL: 55% EL: 45% FY: 60% HY: 45%	

	Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	SWD: 6.1% High or High Average on the Spring 2023-2024 administration			SWD: 45%	
4.13	CAASPP ELA (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: -52.2 DFS EL: -81.9 DFS FY: -77.1 DFS HY: -85.2 DFS SWD: -126.4 DFS in 2022-2023 (1-year lag)			ALL:10 DFS EL: 0 DFS FY: 0 DFS HY: 0 DFS SWD: -5 DFS	
4.14	CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: -93.6 DFS EL: -111.1 DFS FY: -108.9 DFS HY: -119.3 DFS SWD: -157.9 DFS in 2022-2023 (1-year lag)			ALL: -5 DFS EL: -15 DFS FY: -15 DFS HY: -15 DFS SWD: -25 DFS	
4.15	California Science Test Met or Exceeded Standard (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: DataQuest	ALL: 14.8% EL: 1.5% FY:25% HY: 6.1% SWD: 3.7% Met or Exceeded Standard in 2022-2023 (1-year lag)			ALL: 25% EL: 10% FY: 25% HY: 25% SWD: 15% Met or Exceeded Standard	
4.16	NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL: 38.5% EL: 39.6% FY: 33.9% HY: 36.4% SWD: 35.7% Mathematics ALL: 42.1% EL: 37.8% FY: 45.7% HY: 41.0% SWD: 36.8% met their best target by the Spring			ALL: 80% EL: 80% FY: 80% HY: 80% SWD: 80% both for Reading and Mathematics on their best target	

		2023-2024 administration				
4.17	High School Dropout Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: DataQuest	ALL:4.3% EL: 10.4% FY: 28.6% HY: 5.3% SWD: 5.2% In 2022-2023 (1-year lag)			ALL: 3% EL: 7% FY: 15% HY: 5% SWD: 2%	
4.18	Middle School Dropout Rate Data Source: CALPADS	0.03% In 2022-2023 (1-year lag)			0.02%	
4.19	High School Graduation Rate (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 90.5% EL: 74% FY: 73.7% HY: 84.3% SWD: 76.5% In 2022-2023 (1-year lag)			ALL: 95% EL: 87.5% FY: 80% HY: 95% SWD: 95%	
4.20	A-G Completion Data Source: DataQuest	47.1% of graduates in 2022-2023 (1-year lag)			55%	
4.21	Passage of AP Exam with a score of 3 or higher Data Source: CollegeBoard AP Central	29.3% in 2022-2023 (1-year lag)			40%	
4.22	EAP % Students Prepared for College ELA (EL = English Learner students; FY = Foster youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: DataQuest	ALL: 43.9% EL: 4.43% FY: N/A% HY: 17.14% SWD: 10.91% In 2022-2023 (1-year lag)			ALL: 50% EL: 10% FY: 10% HY: 20% SWD: 15%	
4.23	EAP % Student Prepared for College Math (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students	ALL : 9.82% EL: 0.00% FY: N/A% HY:0.00% SWD: 2.73% In 2022-2023 (1-year lag)			ALL: 20% EL: 10% FY: 10% HY: 10% SWD: 10%	

	with Disabilities) Data Source: DataQuest					
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Goal Analysis for 2024-25

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Early Childhood Education Program and Services	Expanding and enhancing Early Childhood Education (ECE), Preschool, and Transitional Kindergarten (TK) and Cal-Safe Hire and retain qualified early childhood educators (Teachers and Support Staff). <ul style="list-style-type: none"> In order to meet the state mandate for pupil to adult ratio in Transitional Kindergarten classrooms we will be hiring additional paraprofessionals in Transitional Kindergarten 	\$3,527,109 \$829,486	NO YES

		<p>Develop a comprehensive, age-appropriate curriculum encompassing cognitive, social-emotional, physical, and creative domains. This curriculum will align to the newly approved Transitional Kindergarten and Preschool Framework.</p> <p>Provide ongoing professional development opportunities to keep staff updated on the latest research and best practices in early childhood education.</p> <ul style="list-style-type: none"> ● Train and support all TK and CSPP on the Preschool and Transitional Kindergarten Learning Foundations Framework ● Train and support all TK and CSPP teachers in the full implementation of the Desired Results Developmental Profile (DRDP) ● Train and support all TK and CSPP teachers in the full implementation of the Frogstreet Board Approved Curriculum ● Developmentally appropriate play-based learning to foster creativity, problem-solving skills, and social interactions. ● CLASS - Classroom Assessment Scoring System training provided to support staff in developing and maintaining appropriate teacher/staff/child interactions ● Train and support all TK and CSPP teachers on SEL curriculum and strategies that are age appropriate for 3-5 yr. Olds. ● Early Childhood Environmental Rating Scale (ECER) training for lead teachers to receive certification and become a Trainer of Trainers (TOT). <p>Additionally there will be staff training and support for students with disabilities who are exhibiting challenging behaviors at a very young age. This will be support by the Diagnostic Center of Central California.</p> <p>Training Topics will include:</p> <ul style="list-style-type: none"> ● Universal Design for Learning: Focusing on language, engagement, attention, communication, and fun. ● Managing Meltdowns - Impacts of emotions and the “rage cycle” ● Autism Spectrum Disorders ● Combining Evidence-Based practices to optimize learning ● “No Good Very Bad Days” - Could it be communication 		
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		<p>Implement and Maintain Cal-Safe program and services associated. The Cal-Safe program was designed to increase the availability of support services necessary for enrolled expectant or parenting students to improve academic achievement and parenting skills and to provide a quality child care and development program for their children.</p> <p>Metric(s) Impacted: 4.1, 4.2</p>		
2	Parent Education	<p>Building Effective Communication and Engagement through Parent Resource Center Workshops including technology, social-emotional development, and college readiness.</p> <p>Parent Resource Centers located in multiple sites offer district-wide support and learning opportunities to equip parents with the knowledge and skills needed to support their children's academic achievement.</p> <p>Parent learning opportunities include classes, workshops and family events. Classes available include: Digital literacy, evidence-based parenting classes (virtual and In-person; elementary and secondary focused), Family Literacy; high school credential preparation, English as a Second language, Adult Literacy, Social-Emotional Development, College and Career Readiness. Workshops include topics such as: Nutrition, Financial Literacy, Mental Health, Vaping, Gang awareness, Social media-guidance for parents and MUSD specific topics on discipline, attendance, health and wellness, counseling and safety. Family events include: Math, Science, Literacy, STEM Family nights and Family Health and Wellness Fairs.</p> <p>Information and Referral Services are also provided to families through the Parent Resource Centers and the district wide call center.</p> <ul style="list-style-type: none"> • The parent resource centers, including the call center, play a crucial role in connecting families to essential community resources and agencies to help meet their basic needs. • The call center serves as a central hub where families can reach out to seek information and referrals. <p>Information related to school and parent programs is accessible to parents in languages they can understand, such as Spanish and English, and is disseminated through various communication</p>	<p>\$1,918,525</p> <p>\$528,497</p>	<p>YES</p> <p>NO</p>

		<p>pathways which include text messages, emails, phone calls, voice messages, social media and Parent Square posts.</p> <p>Parent Resource Centers also offer synchronous learning for parents through the Parent Champion video series. The video series aims to empower parents to advocate for their children and navigate the educational system effectively. It was developed in four languages: English, Spanish, Punjabi and Mixteco.</p> <p>Annual Parent and Community Engagement Conference. This conference is designed to provide a platform for parents from across the district to engage, learn, and access community resources. The conference is planned through a collaborative effort planned in partnership with a dedicated planning committee composed of parents, who play a crucial role in the planning and workshop selection process to ensure that the conference addresses the most relevant and pressing topics and needs for all parents.</p> <p>Onboarding of Newcomer families. Parent Resource Centers play a crucial role in properly onboarding new families into our district. All families that are identified as newcomers during the registration process are connected directly with parent resource centers to identify needs and connect them to internal and external community resources.</p> <p>Additionally, the Communications department is responsible for the school district's overall communications, including coordination with the media, the development of communication materials, and other marketing collateral. The department also manages communications materials and platforms such as the Madera Minutes, the We Believe Newspaper, and the district's Facebook, Instagram, X and YouTube media accounts.</p> <p>Metric(s) Impacted: 4.3, 4.4</p>		
3	Implementation of a 7-period school day in middle school and high school	<p>This is a required action for English Learner students as they received the lowest performance level on the CA School Dashboard in Graduation Rate.</p> <p>At the middle school level a 7-period day will provide students with more opportunities in the day to take needed support classes such as English Language Development while still picking an elective that they are interested and engaged in.</p>	\$5,226,122	YES

		<p>At the high school level a 7-period secondary bell schedule will provide students with more opportunities to meet the College and Career Indicator (CCI) through CTE Pathway Completion, A-G, Dual Enrollment, CAASPP and/or State Seal of Biliteracy while still having the opportunity to take other electives such as Art, Band, and General Electives. This action most specifically helps and targets English Learners and Students with Disabilities to better access a broad course of study to ensure they can meet the graduation requirements.</p> <p>With more opportunities in the day for English Learner students to take required language support classes such as Designated English Language Development and access necessary to core and elective programs, we will see an increase in the Graduation Rates.</p> <p>Additionally, students will have credit recovery courses built into the 7 period daily schedule to increase the opportunities for students to complete required graduation courses. In the current 6 period day, credit recovery courses were only offered during summer school and before or after school; which is a limitation for English Learner students.</p> <p>To standardize scheduling and counseling practices across the district in Middle and High Schools, the district will maintain a Counselor on Special Assignment. The duties of the Counselor on Special Assignment are as follows, but not limited to the following:</p> <ul style="list-style-type: none"> • Monitoring and sharing A-G requirements with counselors to improve rates through Transcript Evaluation Services and California Colleges • Streamline master scheduling practices between sites to ensure credit recovery is offered with fidelity during the school day • Monitor overall College & Career Indicator completion to move students from approaching to prepared <p>Metric(s) Impacted: 4.17, 4.18, 4.19, 4.20</p>		
4	Implement a Madera Unified Graduate Profile for Graduation	<p>Starting with the class of 2025, all MUSD seniors will be required to pass a Graduate Profile Portfolio and Showcase in order to earn a high school diploma (BP6146.1). In order to support this for students and staff, the following will be provided:</p> <ul style="list-style-type: none"> • Provide each comprehensive high school site with lead teacher release periods and 	\$6,428,998	YES

		<p>supplemental sub or extra time. At the alternative education sites extra time or sub time will be provided. The purpose of leads is to support and coach teachers on school sites to develop students' experiences with the Graduate Profile.</p> <ul style="list-style-type: none"> • Planning and training time from a board approved consultant to provide support and structures to the site leads. • Quarterly lead meetings to standardize and operationalize practices to be consistent between all Madera Unified sites. • Implement practice showcase opportunities at all sites at the 8th, 10th, and 12th grade levels • Implement the Graduate Profile into the new high school advisory structure <p>Metric(s) Impacted: 4.5, 4.6, 4.7</p>		
5	Create release and collaboration time for Elementary Teachers through the Elementary Elective Program	<p>Hire specialist teachers in STEM, PE, Music, Dramatic Literacy and Art.</p> <p>Provide opportunities for elementary classroom teachers during the school day to collaborate within grade level teams to discuss student data to develop instructional unit plans and engage in professional learning.</p> <p>By implementing weekly elementary electives, students will find stronger connections with peers and adults as well as overall engagement for a more intrinsically motivating school experience. Every student in elementary school will continue to receive a total of 250 - 300 minutes of electives: Art, STEM, Music, Dramatic Literacy and Physical Education and Activities. During this time, the classroom teacher is released to collaborate with their grade level team, plan and prepare engaging lessons, and utilize districtwide practices of data literacy for continuous improvement of instruction and student learning.</p> <p>Metric(s) Impacted: 1.3, 1.4, 3.1, 4.13, 4.14</p>	\$14,557,485	YES
6	Guaranteed & Viable Curriculum	<p>Refine the implementation of board adopted researched-based materials and instructional practices within the Guaranteed & Viable Curriculum to ensure regardless of the school, classroom, or teacher, all students have access to rigorous instruction and high quality materials.</p> <p>Provide professional development and coaching support opportunities to facilitate K-12 district articulation focused on Literacy, Mathematics, English Language Development, and subject specific (units of study).</p>	<p>\$2,457,967</p> <p>\$358,305</p>	<p>YES</p> <p>NO</p>

		<p>Utilize assessment and monitoring systems to provide accurate, actionable data to measure student proficiency and growth in all content areas in order to develop differentiated instruction and targeted interventions to meet the needs of all students.</p> <p>Ensure site-based common formative assessments are aligned to the GVC through districtwide common summative assessments with culminating tasks reflective of CAASPP and the Graduate Profile.</p> <p>Metric(s) Impacted: 4.8, 4.9, 4.10, 4.13, 4.14</p>		
7	Supports for Achievement for Foster Youth	<p>Every student in our district is ensured access to the same opportunities for academic achievement and support, including children and youth in foster care. Foster Youth have educational rights established through Assembly Bills 167, 216, and 490 to help eliminate barriers to education and ensure school stability. Madera Unified strives to meet the unique educational needs of foster youth by providing advocacy and other support services designed to encourage the academic and personal success of all students in foster care.</p> <p>Provide foster youth with access to the following supports to address their unique learning needs:</p> <ul style="list-style-type: none"> • Transportation to and from school of origin • Priority registration in After School Program and Expanded Learning Programs • Teacher professional development • Ensure Foster Youth students have all necessary curriculum, instructional supplies, and school equipment needed to ensure equal participation opportunities. • Provide academic, behavioral and social emotional counseling services • Expand educational opportunities through field trips, Youth conferences, and other unique opportunities (varies from year to year) <p>Metric(s) Impacted: 3.1, 3.7, 4.11, 4.12, 4.13, 4.14, 4.17, 4.19</p>	<p>\$297,809</p> <p>\$302,303</p>	<p>YES</p> <p>NO</p>
8	Maintain and Expand Educational Services for Students with Disabilities	<p>Provide comprehensive support programs for Students with Disabilities in compliance with IDEA.</p> <p>Increase services for Students with Disabilities (SWD). Our SWD population is approximately 89% Socioeconomically disadvantaged (SED), and the EL percentage is 34%.</p>	\$38,865,630	NO

		<p>Teachers receive necessary professional development and support through district level coaches; which are focused on curriculum implementation and instructional strategies that focus on appropriate scaffolds for SWD students. Additionally, teachers are supported with ensuring SWD's are accessing grade level instruction.</p> <p>In order to ensure that SWD's are placed in the Least Restrictive Environment (LRE), support is provided to improve coordination and collaboration between the special education teacher and general education teacher ensuring that SWD's are receiving the highest quality instruction with appropriate support.</p> <p>Increase support and supplemental resources for teachers and students to improve the performance level of SWD's in English Language Arts and Mathematics on the CAASPP, ELPAC and NWEA assessments. Additionally, these additional resources should increase the number of SWD's who are meeting or exceeding their individual growth goal.</p> <p>Parents with children receiving special education services are given opportunities to provide suggestions and feedback on ways to improve educational outcomes for students through different meeting sessions such as IEP's and Student Study Team meetings.</p> <p>Metric(s) Impacted: 1.1, 4.13, 4.14, 4.16</p>		
9	Increase and Improve the teaching and learning outcomes for students in English Language Arts	<p><u>All Students K - 6</u></p> <p>This is a required action for Socioeconomically Disadvantaged Students (SED) and the Hispanic student group as they received the lowest performance level on CA School Dashboard in English Language Arts. Madera Unified is 91% Hispanic and 91% SED.</p> <p>Develop and implement Kindergarten-6th grade District Scope and Sequence for English Language Arts.</p> <p>Implement a five day structured literacy course with all Kindergarten- 3rd grade teachers. Participants will explore the structure of English, letter knowledge, concepts of print, the importance of handwriting, phonological awareness, explicit phonics instruction, irregular word reading, multisyllabic word reading, fluency, specific word instruction, word learning strategies, and comprehension of both literary and</p>	\$7,149,109	NO

		<p>informational text. These evidence based practices and exposure to research will be directly tied to the structured literacy approach (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension).</p> <p>Refine the current elementary Response to Instruction and Intervention Handbook and implement a comprehensive K-6 Multi-Tiered System of Supports (MTSS). Within this comprehensive framework the focus will include; Common Core State Standards (CCSS), core subject instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.</p> <p><u>English Learner Students K-6</u> Provide a comprehensive four-day teacher workshop series. This series will provide educators with the necessary skills to effectively plan and deliver focused designated ELD instruction that enhances English Learners' language development. Participants will acquire a deep understanding of their students, ELD Standards, best instructional practices, and resources and assessments to improve the language development of their multilingual students. The series will also include providing in classroom coaching support, including lesson planning & co-teaching on an ongoing basis. Teachers will leverage assessment data within PLCs to support English Learner students with developing literacy skills in all 4 domains (writing, reading, listening, speaking).</p> <p><u>Students with Disabilities K-6</u> Implement a five day structured literacy course with all RSP and SDC teachers. Educators will explore the structure of English, letter knowledge, concepts of print, the importance of handwriting, phonological awareness, explicit phonics instruction, irregular word reading, multisyllabic word reading, fluency, specific word instruction, word learning strategies, and comprehension of both literary and informational text. These evidence based practices and exposure to research will be directly tied to the structured literacy approach (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension).</p> <p><u>All Students 7-12</u> This is a required action for Socioeconomically Disadvantaged Students (SED) and the Hispanic student group as they received the lowest</p>		
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		<p>performance level on CA School Dashboard in English Language Arts. Madera Unified is 91% Hispanic and 91% SED.</p> <p>Teachers will be provided with continued professional development centered on curriculum design, lesson planning, instructional best practices, and common formative assessments in relation to the 4 domains of literacy (reading, writing, speaking, listening). Specific items that will be focal points of this work will include planning for structured academic discourse opportunities for students, intentional and explicit writing instruction, and calibration around writing expectations, assessments, and grading/feedback.</p> <p>An additional and continued linchpin to this work will be intentional teacher planning around ensuring that literacy goals include the district's Graduate Profile, which entails providing students with opportunities to reflect metacognitively through writing, speaking, and listening.</p> <p><u>English Learner Students 7-12</u> Teachers will work to enhance their curricular and instructional approach to students in respect to the Roadmap's Principle 1, building a culture that is culturally-responsive, reflects students, and honors asset-mindedness. They will do this through aligning around the literature they choose for students to read and to respond to in lessons, and embedding units with Culminating Tasks in which speaking and listening opportunities are culturally-relevant and rigorous, as well as applicable to the real world. Teachers will also be provided with coaching and support to design district-wide curriculum and lessons that reflect the Teaching-and-Learning Cycles, implement high-impact instructional strategies for multilingual learners at the classroom level as called out by the Roadmap's list of Indicators, and leverage assessment data in PLCs to support ELD students with developing literacy skills in all 4 domains.</p> <p><u>Students with Disabilities 7-12</u> Teachers will receive curricular and instructional support as to how to best serve their Students with Disabilities. This will include explicitly calling out how to accommodate curriculum, lessons, and assessments in different curricular units. When it comes to literacy, this work will include how to making reading, writing, speaking, and listening development curriculum more accessible by including different options for scaffolding, as well</p>		
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		<p>as collaborative student talk, and clarity around student learning.</p> <p>This is a Required Action for: Districtwide - English Learners (EL), Homeless, African American student groups Schools - Nishimoto, King Middle School, Furman ISP Student Groups - EL at Chavez, EL and SED at Dixieland, EL at Howard, EL at John Adams, EL at Lincoln, EL at Millview, SED and Hispanic at Nishimoto, SWD at Sierra Vista, EL at Rose, SWD at Desmond, EL, SED, SWD and Hispanic at King Middle School, EL at Jefferson, EL at Torres, SED and Hispanic at Furman</p> <p>Metric(s) Impacted: 4.11, 4.13, 4.16</p>		
10	Increase and Improve the teaching and learning outcomes for students in Mathematics	<p><u>All Students K - 6</u> This is a required action for Socioeconomically Disadvantaged Students (SED) and the Hispanic student group as they received the lowest performance level on CA School Dashboard in English Language Arts. Madera Unified is 91% Hispanic and 91% SED. Continue to refine and implement Kindergarten-6th grade District Scope and Sequence for Mathematics.</p> <p>Provide comprehensive two-day workshop series designed to provide educators with the necessary skills to effectively plan and deliver focused mathematics instruction that enhances the mathematical competencies of all students. This hands-on training aligns with the California Mathematics Framework, and participants will acquire a deep understanding of their math content, best instructional practices, as well as resources and assessments to improve the mathematics outcomes of their students.</p> <p><u>English Learner Students K-6</u> The Kindergarten-6th grade math sessions focus on deepening teacher understanding of math content which enables teachers to build a learning environment that supports their English Learners. Strategies specific to supporting English Learners include designing experiences in which students use objects, drawings, conceptual language, and real world situations, which help students build mathematical ideas that make sense. Consistent grouping of students with peers to support their thinking and learning in linking conceptual understanding with formal mathematics notation, language, and methods to make mathematics meaningful to students.</p>	\$6,205,986	NO

		<p><u>Students with Disabilities K-6</u> Teachers will receive curricular and instructional support as to how to best serve their Students with Disabilities within mathematics. SDC and RSP teachers will attend the grade level mathematics content workshop sessions appropriate to the grade level of the students they serve.</p> <p><u>All Students 7-12</u> This is a required action for Socioeconomically Disadvantaged Students (SED) and the Hispanic student group as they received the lowest performance level on CA School Dashboard in English Language Arts. Madera Unified is 91% Hispanic and 91% SED. Teachers will be provided with continued professional development centered on curriculum design, lesson planning, instructional best practices, and common formative assessments in relation to Math. Specific items that will be focal points of this work will include planning for structured academic discourse opportunities for students, leveraging academic vocabulary, providing real-world and relevant examples of how to use Math, increased attention to conceptual understanding of Math, offering Project-Based Learning opportunities, and incorporating the use of manipulatives in classes.</p> <p>An additional and continued linchpin to this work will be intentional teacher planning around the district's Graduate Profile, which entails providing students with opportunities to reflect metacognitively on their learning. Intentional teacher planning around the Graduate Profile also means that teachers will be completing curriculum and lesson designs with the goal of providing students with projects and presentation opportunities.</p> <p><u>English Learner Students 7-12</u> The district has committed to increasing investment in multilingual students in Math, specifically. Teachers will be provided with coaching cycles at the site and individual teacher levels. Teachers will be supported and coached on how to design curriculum, leverage high-impact strategies, and create intentional, meaningful common formative assessments, all with the goal of improving multilingual students' performance in Math. Teachers will receive coaching and support with Principles 1 and 2 from the English Learner Roadmap, and will work to incorporate Principles 1 and 2 through developing students' conceptual - not just procedural -</p>		
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		<p>learning of Math, providing students with opportunities to develop skills and demonstrate learning through multiple representations and manipulatives, and by elevating their use of language in the classroom, particularly with academic language.</p> <p><u>Students with Disabilities 7-12</u> Teachers will receive curricular and instructional support as to how to best serve their Students with Disabilities. This will include explicitly calling out how to accommodate curriculum, lessons, and assessments in different curricular units. When it comes to Math, this work will include providing students with more real-world and relevant examples and projects of how to use Math. This will also include providing students with more effective and intentional scaffolding options, as well as opportunities to use manipulatives, and engage in learning and demonstrate their learning through multiple representations of how to approach mathematical thinking.</p> <p><u>Middle School Math Achievement</u> During the 22-23 School Year Madera Unified School District was 93.6 points below standard in Mathematics per the California School Dashboard. Specifically, 7th and 8th grade were 116.9 & 137.7 points below standard respectively during the 22-23 school year. In order to address the needs in Middle School math we will do the following:</p> <ul style="list-style-type: none"> ● Address the Lack of Instructional Alignment and Depth ● Teacher Quality and Training ● Enhance instructional quality and differentiation in math teaching ● Implement strategic curriculum planning with a focus on backward design and integration of multiple skills/concepts ● Develop and implement targeted intervention strategies for students falling behind <p>This is a Required Action for: Districtwide - English Learner (EL), American Indian Student groups Schools - Desmond MS, Jefferson MS, King MS, Torres HS, Furman ISP Student Group - EL at Dixieland, SWD at John Adams, SWD at Nishimoto, SWD at Sierra Vista, EL, SED, SWD and Hispanic at Desmond, EL, SED, SWD and Hispanic at King Middle, EL and Hispanic at Jefferson, SED and Hispanic at Torres, SED and Hispanic at Furman</p>		
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		Metric(s) Impacted: 4.12, 4.14		
11	Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms	<p>Increase instructional minutes for kindergarten students to allow students to receive a full day of instruction.</p> <p>Staff each Kindergarten classroom with a paraprofessional in order to lower the teacher to student ratio in order to provide additional support and services to Kindergarten students.</p> <p>Metric(s) Impacted: 4.11</p>	\$7,867,016	YES
12	Provide resources and integral information to ensure Continuous Improvement	<p>In the district's ongoing effort to maximize student achievement, we are committed to providing the necessary resources and integral information to support continuous improvement across our educational system.</p> <p>The Continuous Improvement department allocates and distributes data analysis resources strategically throughout the district to ensure that all schools have access to accurate, timely, and comprehensive data and dashboards (Salesforce, Tableau and ParsecGo) that informs instructional practices and supports continuous improvement efforts. We have established multiple robust monitoring and evaluation systems (Madera Learning System, MEtoBE, Met Best Target) to assess the effectiveness of instructional practices and interventions. We use this information to make informed adjustments in the classroom that ensures that all students, particularly those from underserved groups, are making progress towards their academic goals.</p> <p>The Continuous Improvement department also facilitates active engagement with all educational partners, including families, community organizations, and school staff, to gather input and foster collaborative efforts towards continuous improvement (LCAP, Comprehensive School Improvement and Differentiated Assistance).</p> <p>Metric(s) Impacted: 3.3, 3.4, 3.6, 4.12, 4.13, 4.14, 4.16</p>	\$1,306,316	YES
13	Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region for eighth grade students	<p>The Madera Technical Exploration Center (Madera TEC) is an innovative school that provides engaging, hands-on instruction to Madera eighth graders. The school provides the following:</p> <ul style="list-style-type: none"> ● Emphasis on real-world, hands-on learning ● Student work is organized around engaging projects ● A new facility that includes lab and workshop spaces 	\$3,278,105	YES

		<ul style="list-style-type: none"> • Opportunities to learn from and with business partners in the Madera community • Teaching teams that work together to blend topics from three different courses • Focus on building skills that prepare students for success in high school, college, and career <p>In order to support this new and innovative school we will provide</p> <ul style="list-style-type: none"> • Ongoing Project Based Learning Training through a board approved consultant • Materials and Equipment to stay up to date with the industry needs • Transportation for students from their homesites to MTEC <p>Metric(s) Impacted: 4.5, 4.6, 4.7</p>		
14	Maintain assessment, accountability and school improvement	<p>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.</p> <p>These performance monitoring tools provide schools and teachers with accurate, actionable evidence to help plan for differentiated instruction and target intervention support based on the needs of each student or group of students. NWEA MAP assessments will be administered three times during the school year to benchmark individual student growth toward expected learning goals, support appropriate adjustments to intervention services and inform instructional planning. The NWEA assessment data will also serve as a means to evaluate the effectiveness and impact of district initiatives and/or strategies implemented to address student learning needs.</p> <p>Metric(s) Impacted: 4.12, 4.13, 4.14, 4.16</p>	\$1,332,488	YES
15	Expand the Intensive Assistance Model	<p>The Intensive Assistance Model (IAM) project is a groundbreaking initiative aimed at empowering educators, transforming teaching practices, and enhancing student learning outcomes within the Madera Unified School District. Through a comprehensive approach to professional learning communities (PLCs), the IAM pilot project seeks to cultivate a culture of collaboration, data-driven decision-making, and instructional leadership across participating schools.</p>	\$1,000,000	YES

		<p><u>Empowering Educators:</u> At the heart of the IAM pilot project is a commitment to empower teachers and administrators to inspire higher levels of student learning achievement. By providing intensive coaching, support, and professional development opportunities, we aim to build the leadership capacity of teacher leaders and administrators alike. Through collaborative inquiry, reflective practice, and ongoing learning, educators are equipped with the knowledge, skills, and resources needed to drive meaningful change and improvement in their schools.</p> <p><u>Transforming Teaching Practices:</u> Central to the IAM pilot project is the transformation of teaching practices through the implementation of PLCs. By fostering a culture of collaboration and inquiry, educators are able to engage in purposeful dialogue, share best practices, and analyze student data to inform instructional decision-making. This collaborative approach to professional learning not only enhances teaching effectiveness but also promotes a deeper understanding of student needs and learning outcomes.</p> <p><u>Enhancing Student Learning:</u> Ultimately, the overarching goal of the IAM pilot project is to enhance student learning outcomes. By strengthening the instructional practices of educators and creating a supportive learning environment, we aim to improve academic achievement, increase student engagement, and narrow achievement gaps. Through the collective efforts of educators working collaboratively within PLCs, we strive to create equitable opportunities for all students to succeed and thrive academically.</p> <p>Metric(s) Impacted: 4.12, 4.13, 4.14, 4.16</p>		
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Goal #5 - High-Quality Operational Services

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

1. Basic Services
2. State Standards

3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Network Up-Time Data Source: Solarwinds/HetrixTools	99.974% 2024			99.99%	
5.2	Average Daily Bus Riders Data Source: Traversa- Routing Software	2,254 students for 2022-2023 (1-year lag)			2,300 students	
5.3	Number of Bus Miles Driven Data Source: Traversa- Routing Software	1,048,143 miles for 2022-2023 (1-year lag)			1,000,000+ miles	
5.4	Student School Safety Survey Results Data Source: Panorama Survey Results	60% responded favorably in Spring of 2023-2024			65% respond favorably	
5.5	Average Time to Close Help Desk Ticket Data Source: Freshdesk	12h 11m 58s June 2023 - June 2024			11h 40m	
5.6	Facilities in "Good" Repair Measured by Facility Inspection Tool (FIT) Data Source: California Dashboard Rubric	0 instances where facilities do not meet the "good repair" standard 2023-24			0 instances where facilities do not meet the "good repair" standard	
5.7	Parent Survey Results Data Source: Panorama Survey Results	School Safety - 67%, School Climate - 74% in Spring 2023-2024			School Safety - 75%, School Climate 80%	

Goal Analysis for 2024-25

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Actions

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

		<p>choice. Door-to-door transportation services are provided for students with limited mobility</p> <p>Providing transportation services will help decrease chronic absenteeism and suspension rates enabling students to participate in student clubs or leadership groups. One of the reasons identified for not signing up in student group opportunities is not having transportation to enable participation in such after school activities.</p> <p>Metric(s) Impacted: 5.2, 5.3</p>		
3	Strengthening and Broadening Interpretation and Translation Services	<p>English Learner student achievement will go up if parents are involved and engaged in the school. Parents of English Learner students will be more engaged in their child's school if appropriate translation services are intentionally provided. Madera Unified will continue to maintain and expand interpretation and translations services.</p> <p>Metric(s) Impacted: 5.7</p>	\$719,331	YES
4	Provide students and staff with access to advanced educational technology resources	<p>Procure the latest learning technology through the use of and maintenance of leases and purchase contracts to enhance student programs (1:1 student devices), network accessibility, safety, and digital curriculum.</p> <p>Maintain the lease technology refresh for staff & student devices to provide students with 1:1 technology device ratio.</p> <p>Metric(s) Impacted: 5.1, 5.5</p>	\$4,000,000	YES
5	Provide Resources to Implement and Operate Safe Schools for the Community	<p>By providing the necessary resources to implement and operate safe schools, Madera Unified is committed to creating a secure and supportive learning environment for all students. This action is crucial in ensuring that English Language learners, Foster Youth, and low-income students feel safe, supported, and ready to engage in their education. We have and will continue to invest in and maintain comprehensive safety measures, including modern security systems, surveillance cameras, secure entry points, and emergency response protocols. Ensure that all school facilities are regularly inspected and updated to meet safety standards. Madera Unified has provided ongoing training and professional development for staff on safety protocols, crisis management, and creating a positive school climate. This has been done to foster a school climate that is safe, inclusive, and welcoming for all students. Implementation and expansion of anti-bullying programs, peer support groups, and initiatives that promote respect and understanding among students of all backgrounds.</p>	\$5,587,493	YES

		Metric(s) Impacted: 5.4		
6	Increase Supplemental Support Staff and Services in Elementary Schools	<p>In order to increase the services and support at our Elementary schools district wide, the Library Media Technicians hours were increased from 3.5 hours daily to 8 hours daily. This increase has provided additional resources and services at each elementary school such as:</p> <ul style="list-style-type: none"> • Increase in hours of operation of the elementary school libraries • Increased opportunities for students read books • Elementary school libraries are now open before and after school. • Library Media Technicians are more actively involved in school activities such as After School Program, Battle of the Books, Science Olympiad, and Athletics. <p>Cafeteria Playground Aides are now staff at each Elementary school. The staffing is based on a student to adult ratio and total school enrollment.</p> <p>Additional time for Cafeteria Playground Aides included: adding supervisory hours between breakfast and lunch, and providing supervision and support to students, addressing the need for continued safety and well-being on campus.</p> <p>4 RTI Teachers to support K-8 elementary sites</p> <p>Metric(s) Impacted: 3.3, 4.13, 4.14</p>	\$2,673,444	YES

Goal #6 - Eastin Arcola - Equity Multiplier

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Eastin Arcola has a significant population of Migrant Students. These students begin school in August and then are forced to disenroll each year annually around October and November to relocate with their families. The Eastin Arcola team developed their plan to address the unique needs of the migrant students and their families; the plan focuses on strategies to encourage families to keep their students enrolled in school more permanently. However, the team recognizes the challenges that their migrant families face as they move frequently in order to provide for their families and it may not be possible for them to keep their children enrolled in our schools more permanently.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Attendance Rate Data Source: CALPADS	90.47% in 2022-2023			93%	
6.2	Migrant student group NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading : 51.2% Math : 50% met their best target by the Spring 2023-2024 administration			Reading : 80% Math : 80% meet their best target	
6.3	Migrant student group DFS in Reading and Math Data Source: CA School Dashboard	Migrant students ELA: -52.2 DFS; Math: -77.0 DFS In 2022-2023			Migrant students ELA: -37 DFS; Math -124 DFS In 2024-2025	

Goal Analysis for 2024-25

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Actions

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

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

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Furman ISP leadership collaborated with site and district staff and has developed a plan to both focus on the academic improvement of their students in ELA and math, but also to prioritize student engagement and well-being as means to increase their overall attendance rate for their students. By developing a plan that prioritizes student well-being and engagement in school they should see an increase in the academic achievement of their students.

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

Measuring and Reporting Results

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

7.4	DFS in ELA and Math for all students Data Source: CA School Dashboard	ELA: -94.2 DFS; Math: -154.2 DFS In 2022-2023			ELA: -79 DFS; Math -139 DFS In 2024-2025	
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Goal Analysis for 2024-25

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental and Support Staff	To ensure the success of all students, we will provide continuous outreach to students and parents, offering comprehensive support for academic, behavioral, and socio-emotional challenges, with a particular focus on K-8 ELA and math. This includes regular monitoring and communication to address attendance, work completion, and academic performance Metric(s) Impacted: 7.1, 7.2, 7.3, 7.4	\$ 467,000	NO

2	Supplemental Academic Support(s)	To enhance student learning and support academic success, we will invest in online learning platforms for Tier 2 and Tier 3 interventions in ELA and mathematics, provide necessary equipment for both in-person and at-home learning, and supply books and instructional materials to enrich classroom libraries and promote reading, writing, and note-taking skills. Metric(s) Impacted: 7.2, 7.4	\$ 60,000	NO
3	Supplemental Support to improve the Social Emotional Learning	To increase attendance, student participation, and involvement in school, we will invest in SEL and character education materials, provide incentives and awards, fund field trips and school activities, support after-school tutoring, and purchase materials for family communication and meetings. These additional supports should lead to a decrease in Chronic Absenteeism. Metric(s) Impacted: 7.1, 7.3	\$ 61,409	NO

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

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

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

An explanation of why the LEA has developed this goal.

Mt. Vista Continuation HS administration consulted with relevant school site and district support staff over the course of the spring semester of 2024 and has collaboratively developed a plan to focus on decreasing the overall suspension rate of their students. The team chose to prioritize the needs of the students through providing additional academic, behavioral, and social-emotional support; which will create a learning environment that is able to more specifically meet the needs of their student population. By focusing on student well being and engagement, there should be a significant decrease in the student suspension rate.

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

Measuring and Reporting Results

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

Goal Analysis for 2024-25

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase Supplemental and Support Staffing	To support students with behavioral, social-emotional, and academic challenges, we will hire an Intervention Specialist Counselor to address restorative practices, peer conflict, and social-emotional support, and a Student Advocate to enhance academic achievement	\$200,000	NO

		through tutoring, parent outreach, and classroom engagement. Metric(s) Impacted: 8.1, 8.2		
2	Increase student engagement opportunities	We will be providing additional academic, behavioral, and social-emotional support; which will create a learning environment that is able to more specifically meet the needs of their student population. To prioritize the well-being of students and increase student engagement we will see a decrease in suspension rates for our students and an increase in attendance.	\$17,890	NO

Goal #9 - Ripperdan Community Day School Equity Multiplier

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Ripperdan CDS serves the student population in MUSD of students who have been expelled from their comprehensive school site, thus the challenges faced at RCDS are different than that of other MUSD school sites.. Therefore, the RCDS team, which was composed of site leadership, site support staff, teachers, students, and parents has chosen to prioritize the unique needs of their students through providing additional support staff and also providing additional training and support for the staff at RCDS. Ensuring that students and staff feel safe and supported is a priority at RCDS; ensuring that the students' mental, physical, and social needs are being attended to is imperative for the success of the students, staff, and school. By prioritizing the unique needs of the students and staff, ensuring safety is always maintained, it is the goal that the student suspension rate will be dramatically decreased in the next school year.

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

Measuring and Reporting Results

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

Goal Analysis for 2024-25

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase Supplemental and Support Staffing	Hire additional staff (1.0) FTE for the Student Responsibility Center (SRC) to help students refocus, reengage, and stay on campus instead of facing suspension. Metric(s) Impacted: 9.3	\$65,156	NO
2	Purchase Supplemental Social Emotional Learning Curriculum	To increase attendance, student participation, and school involvement, we will invest in SEL and character education materials, incentives, awards, field trips, school activities, family communication materials, and an online SEL learning platform to support students and staff. Metric(s) Impacted: 9.2	\$33,000	NO
3	Minimize Student Distractions	Purchase phone pouches to minimize distractions and promote student engagement. Metric(s) Impacted: 9.1	\$ 5,000	NO

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

Total Projected LCFF Supplemental and/or Concentrations Grants	Projected Additional 15 percent LCFF Concentration Grant
\$89,603,196	\$11,673,469

Required Percentages to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on the LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal #1, Action #1	<p><u>Low Income and English Learners</u></p> <p>Need for access to language resources and programs that value and build upon the cultural and linguistic assets SED and EL students bring to their education.</p> <p>CA School Dashboard: English Learners earned the lowest</p>	<p>MUSD will provide Professional Development aimed at training and support for teachers and support staff using the core and supplemental materials for designated and integrated English Language Development</p> <p><i>IF</i> all schools will ensure the English Learner Roadmap Principle #1; which is <i>Assets-Oriented and Needs Responsive</i></p>	<p>% of English Learner who made progress toward English Proficiency measured by ELPAC</p> <p>English Learner Reclassification Rate</p> <p>State Seal of Biliteracy</p> <p>Number of professional development sessions</p>

	<p>performance level in following indicators:</p> <p>Graduation Rate - English Learner (74%) Mathematics (-111.1 DFS) English Language Arts (-81.9 DFS) English Learner Progress Indicator (ELPI) - (49.3%) College and Career Indicator - Very Low</p> <p>DELAC Parent Advisory formally recommended to the MUSD Board of Trustees to:</p> <p><u>Recommendation #1</u> Increase the services for all English Learners (Newcomers, Long-Term English Learners, and RFEF students).</p> <p><u>Recommendation #2</u> Provide professional development for educators to ensure equitable access to language resources, addressing the needs of all students, with particular attention to the needs of long-term English learners.</p> <p><u>Recommendation #3</u> Implement targeted initiatives to celebrate diverse linguistic talents, fostering a positive and inclusive learning environment for all students.</p>	<p><i>Schools</i> is prioritized and implemented with fidelity.</p> <p>AND schools are responsive to the needs and identities of their English Learner students and families. Schools will value and build upon the cultural linguistic assets students bring to their education in safe and affirming school climates. And educators value and build strong family, community and school partnerships.</p> <p>THEN the result will be an increase the number of English Learner students reclassified annually in MUSD and English Learner students would meet their ELPI growth by either improving one language proficiency level or maintaining at the highest language proficiency level and the overall academic performance of English Learner students would increase.</p>	<p>offered on multilingualism and EL strategies.</p> <p>Teacher participation rate in professional development sessions.</p>
<p>Goal #1, Action #2</p>	<p><u>English Learners</u></p> <p>Need for improved progress towards language and literacy proficiency for EL students</p> <p>CA School Dashboard: English Learners earned the lowest performance level in following indicators:</p> <p>Graduation Rate - English Learner (74%) Mathematics (-111.1 DFS) English Language Arts (-81.9 DFS) English Learner Progress Indicator (ELPI) - (49.3%)</p>	<p>MUSD will provide Professional Development aimed at training and support for using the core and supplemental materials for designated and integrated English Language Development</p> <p>IF Madera Unified supports all English Learner students in obtaining English language proficiency and mastery of core content standards by implementing a high-quality, comprehensive program for English Learners</p> <p>THEN we will address the unique academic needs of English Learners, ensuring that these students have</p>	<p>High School Graduation Rate</p> <p>CAASPP ELA</p> <p>CAASPP Math</p> <p>% of English Learner who made progress toward English Proficiency measured by ELPAC</p> <p>% of English Learners meeting the CCI dashboard indicator</p>

	College and Career Indicator - Very Low	meaningful access to high-quality academic programs.	
Goal #1, Action #3	<p><u>Low Income and English Learners</u></p> <p>Need for improved progress towards language and literacy proficiency for EL students</p> <p>CA School Dashboard: English Learners earned the lowest performance level in following indicators:</p> <p>Graduation Rate - English Learner (74%) Mathematics (-111.1 DFS) English Language Arts (-81.9 DFS) English Learner Progress Indicator (ELPI) - (49.3%) College and Career Indicator - Very Low</p>	<p>MUSD will provide Professional Development sessions aimed at deepening understanding and proficiency in English Language Proficiency Assessments, reclassification procedures, the ELA/English Language Development (ELD) Framework, ELD standards, integrated and designated ELD strategies, as well as evidence-based practices tailored to address the distinct language requirements of English Learner (EL) and Long-Term English Learner (LTEL) students.</p> <p>IF Madera Unified invests in continuous professional development for teachers and support staff focused on deepening their understanding of English Language Proficiency Assessments, reclassification procedures, the ELA/ELD Framework, ELD standards, and both integrated and designated ELD strategies</p> <p>THEN teachers will be better equipped to deliver high-quality, rigorous, and standards-aligned instruction that meets the specific needs of English Learners, including those from low-income backgrounds.</p>	<p>High School Graduation Rate</p> <p>CAASPP ELA</p> <p>CAASPP Math</p> <p>% of English Learner who made progress toward English Proficiency measured by ELPAC</p> <p>% of English Learners meeting the CCI dashboard indicator</p>
Goal #1, Action #4	<p><u>Low Income and English Learners</u></p> <p>Need for improved progress towards language and literacy proficiency for EL students</p> <p>CA School Dashboard: English Learners earned the lowest performance level in following indicators:</p> <p>Graduation Rate - English Learner (74%) Mathematics (-111.1 DFS) English Language Arts (-81.9 DFS) English Learner Progress Indicator (ELPI) - (49.3%) College and Career Indicator - Very Low</p>	<p>MUSD will provide site-based instructional coaches in all secondary sites with a focus on supporting teachers in designated English Language Development (ELD).</p> <p>IF Madera Unified provides districtwide and site-based instructional coaching focused on supporting teachers in designated ELD and increasing their capacity to implement content-specific strategies for English Learners</p> <p>THEN teachers will be better equipped to deliver high-quality, targeted instruction that meets the needs of EL students, particularly those from low-income backgrounds.</p>	<p>High School Graduation Rate</p> <p>CAASPP ELA</p> <p>CAASPP Math</p> <p>% of English Learner who made progress toward English Proficiency measured by ELPAC</p> <p>% of English Learners meeting the CCI dashboard indicator</p>
Goal #1, Action #5	<p><u>Low Income and English Learners</u></p>	<p>MUSD will develop, sustain and expand DLI Schools with Commitment to Staffing, Equitable</p>	<p>State Seal of Biliteracy</p>

	<p>Need for high quality language support and increased opportunities for completion of the State Seal of Biliteracy and Career preparation for EL students.</p> <p>Based on our internal Student Information System, 382 Seniors graduated with a State Seal of Biliteracy in 2023-2024.</p> <p>CA Schools Dashboard revealed that English Learners are earning a performance level of Very Low on the College and Career Dashboard Indicator (CCI)</p>	<p>Resources and Research-Based Practices</p> <p>IF MUSD invests in schoolwide programs of choice such as Dual Language Immersion and Heritage Language model programs as an asset based approach to multilingualism with the highest quality language support that meets students needs</p> <p>THEN MUSD will maximize student reclassification rates, increase student achievement on the CA Seal of Biliteracy and ensure equitable enrollment and increase the number of English Learner students completing the CCI on the CA Schools Dashboard.</p>	<p>% of English Learners meeting the CCI dashboard indicator</p> <p>% of English Learner students passing a AP World Languages exam</p> <p>English Learner Reclassification Rate</p>
Goal #1, Action #6	<p>Low Income and English Learners</p> <p>Need for high quality language teachers to support and increase opportunities for Low Income and EL students to rigorous and high quality course pathways, and culturally relevant activities.</p> <p>DELAC Parent Advisory Committee Feedback:</p> <ul style="list-style-type: none"> • Increase the number of bilingual teachers in MUSD • Increase opportunities for MUSD teachers to participate in authentic and culturally relevant experiences. 	<p>MUSD will provide Professional Development through international cultural exchange to develop staff linguistic and cultural competencies.</p> <p>IF MUSD participates in international cultural exchange opportunities to improve or enhance the cultural and linguistic staff development due to a lack of traditional university teacher preparation and training being sufficient to meet Madera Unified students' language support needs</p> <p>AND IF MUSD prioritizes an asset-based approach to multilingualism with the highest quality language support that meets students' needs</p> <p>THEN MUSD will improve achievement, raise reclassification rates and allow access to pathways/electives for English Learner students.</p>	<p>Total Number of Teachers hired from other countries</p> <p>Total number of teachers/staff annually participating in the cultural exchange summer program</p> <p>CAASPP ELA</p> <p>CAASPP Math</p> <p>English Learner Reclassification Rate</p>
Goal #2, Action #2	<p>Low Income</p> <p>Need for SED and EL students to have opportunity for a well-rounded education with greater opportunities for a broad educational art experience, and opportunity for mastery in arts programs.</p> <p>Based on our internal Student Information System:</p>	<p>MUSD will provide students access to five disciplines of arts (TK-6). Access to one or more art courses (7-12). Personalized or small group extension lessons or activities in each art discipline (including, but not limited to: Music Conservatories, Artists Residency Internships, etc.) Competitive arts activities, including at the national scale Intersession Arts Programs and Experiences (including, but not limited to: Madera Theatre, Project, Summer music ensembles, photography, etc.)</p>	<p>Percentage of students enrolled in an arts class during the school day</p> <p>Number of students participating in an arts activity after the school day</p> <p>Number of Arts disciplines accessible to students with an opportunity to reach "Advanced" by graduation</p> <p>Number of student achieving</p>

	<p>70 percent of TK-12 students were enrolled in at least one arts class during the day, and 712 students participated in an arts activity after the school day, while having access to three of the five possible arts disciplines, and 141 students reached the “advanced” level in one or more disciplines.</p> <p>DELAC Advisory Committee recommended to the MUSD Board of Trustees:</p> <p>Develop and enhance student learning experiences and opportunities that will support a well-rounded education for students in CTE pathways, VAPA pathways, Dual Enrollment Courses, etc.</p>	<p>IF MUSD provides sequential and standards-based programs in Dance, Media Arts, Music, Theatre, and Visual Art inside and outside of the school day for all students TK-12 to expand student access.</p> <p>THEN an increased number of students will reach “Advanced” Mastery by graduation in one or more art discipline(s) / course in grades (9-12). Also, an increase in Arts Education staffing, including classified staff to support students in attaining their goals. Through improved quality, equitable access and alignment to a variety of engagement opportunities, students will find stronger connections with peers and adults as well as overall engagement for amore intrinsically motivating school experience.</p>	<p>“Advanced” level in at least one art discipline</p>
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<p>Goal #2, Action #4</p>	<p><u>Low Income</u></p> <p>Need for increased opportunities for SED students to develop leadership and have access to a broad education through CTSO activities.</p> <p>Based on internal Student Information System tracking:</p> <p>In 2023-24, 2,182 students in grades 7-12 were members affiliated in at least one Career Technical Student Organization (CTSO) or National student leadership organization.</p> <p>The Parent Advisory Committee (PAC) recommended to the MUSD Board of trustees that:</p> <p>Develop and enhance student learning experiences and opportunities for all students across Career Technical Education (CTE) pathways, Visual and Performing Arts (VAPA) pathways, and Dual Enrollment Courses. Ensuring a comprehensive and well-rounded education enables all students to fulfill the College and Career Readiness State Indicator and meet the requirements of the Madera Unified Graduate Profile portfolio and showcase, thereby preparing them for future success.</p> <p>DELAC Advisory Committee recommended to the MUSD Board of Trustees:</p> <p>Develop and enhance student learning experiences and opportunities that will support a well-rounded education for students in CTE pathways, VAPA pathways, Dual Enrollment Courses, etc.</p> <p>CAASPP ELA Gap between Low Income (29.5 %) and Non-Low Income (47.3 %) % Met or Exceeded</p>	<p>MUSD will provide students opportunities for out-of-day competitions, performances, events, and travel in order to perform and compete at high levels against other schools in the following organizations offered in Madera Unified.</p> <p>Career Technical Student Organizations (CTSO)</p> <ul style="list-style-type: none"> ● National FFA Organization (FFA) ● Future Business Leaders of America (FBLA) ● Future Health Professionals (HOSA) ● Family, Career, Community Leaders of America (FCCLA) ● SkillsUSA <p>National Student Organization(s)</p> <ul style="list-style-type: none"> ● FIRST Robotics <p><i>IF</i> MUSD continually re-invests, improves and supports secondary school based CTSO's</p> <p><i>THEN</i> student participation at the local, regional, state, and national levels will increase.</p> <p><i>AND</i> students will achieve higher levels of recognition in CTSO competitions above the local level.</p>	<p>Total Number of students in a Career Technical Student Organization (CTSO) Affiliation</p> <p>% increase in CTSO participation in grades 7-12.</p> <p>Panorama Survey Data in identified areas of belonging and engagement</p> <p>CAASPP ELA</p> <p>CAASPP Math</p>
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	CAASPP Math Gap between Low Income (16.3 %) and Non-Low Income (30.1 %) % Met or Exceeded		
Goal #2, Action #5	<p>Low Income</p> <p>Need for greater opportunities for SED students to participate in co-curricular programs that will lead to greater engagement in school.</p> <p>MUSD believes that strong commitment to co-curricular programs will lead to higher participation, improved interpersonal connections, overall school engagement, intrinsic motivation, and a sense of personal pride for students.</p> <p>Based on Panorama Survey Results 35% of students responded that they feel engaged in school. 48% of students responded favorably to feeling a sense of belonging in school.</p> <p>CAASPP ELA Gap between Low Income (29.5 %) and Non-Low Income (47.3 %) % Met or Exceeded</p> <p>CAASPP Math Gap between Low Income (16.3 %) and Non-Low Income (30.1 %) % Met or Exceeded</p>	<p>MUSD will create a student engagement incentive and tracking program. This will be directed towards the involvement of SED students.</p> <p>IF MUSD develops and implements a system to track the co-curricular participation of elementary school students and the participation of secondary school students and also develops an incentive system for student participation</p> <p>THEN students will be more engaged in school and have a greater sense of belonging and thus the districts Panorama survey results should improve.</p> <p>AND the attendance rate for students should improve and the suspension rate of students should decrease because being connected to school is highly valuable to students' overall education and identity and today's students have a greater and more specific need for this kind of engagement.</p>	<p>Elementary Student participation in co-curricular programs</p> <p>Secondary Student participation in co-curricular programs</p> <p>Panorama Survey Data in identified areas of belonging and engagement</p> <p>CAASPP ELA</p> <p>CAASPP Math</p>
Goal #3, Action #1	<p>Low Income</p> <p>Need for an environment that will encourage deeper understanding of the needs of SED students and culturally relevant teaching strategies that will encourage increased participation and support for SED students.</p> <p>Based on Panorama Survey Results:</p> <p>School Safety - 60% of students responded favorably</p>	<p>MUSD will provide required training for all new employees that addresses ethics, student inequities, and disproportionate outcomes to positively impact suspension and chronic absenteeism rates and survey results through positive staff-student relationships. MUSD will also provide required teacher collaboration for teachers and support staff that will utilize professional collaborative planning that is scheduled and structured to develop high quality and engaging lessons.</p>	<p>Local Student Climate Survey (3rd-12th grade)</p> <p>Suspension Rate</p> <p>Chronic Absenteeism Rate</p>

	<p>School Belonging - 48% of students responded favorably</p> <p>School Climate - 48% of students responded favorably</p> <p>School Engagement - 35% of students responded favorably in Spring of 2023-2024.</p> <p>Additionally, based on the CA School dashboard, the suspension rate was 3.7% and chronic absenteeism was 28.2% districtwide in 2022-2023.</p> <p>Suspension gap between FY (10.3 %), Low Income (4.9 %) and All Students (4.6%)</p> <p>Chronic Absenteeism gap between FY (28.6%), Low Income (28.7 %) and All Students (28.2 %)</p>	<p>IF MUSD provides professional development and staff training to support culturally relevant teaching strategies, materials, and competency in diversity, equity and inclusion through the consistent and focused use of the MUSD Identity Documents and the Student Champion Course.</p> <p>THEN MUSD staff and students will experience a positive culture; which will develop a culture of professionalism and collective responsibility.</p> <p>AND the attendance rate for students should improve and the suspension rate of students should decrease because being connected to school is highly valuable to students' overall education and identity and today's students have a greater and/or specific need for this kind of engagement.</p>	
<p>Goal #3, Action #2</p>	<p><u>Low Income</u></p> <p>Need for a stronger academic environment that is trained to better meet the academic needs of SED students.</p> <p>Based on our Panorama Survey Results:</p> <p>Teaching Efficacy - 78% responded favorably</p> <p>Staff-Leadership Relationships - 77% responded favorably</p> <p>Student Mindset - 77% responded favorably</p> <p>Belonging - 35% responded favorably</p> <p>Staff-Family Relationships - 63% responded favorably in Spring of 2023-2024.</p> <p>CAASPP ELA Gap between Low Income (29.5 %) and Non-Low Income (47.3 %) % Met or Exceeded</p>	<p>MUSD will provide a Teacher Support Mentor program that will build capacity within new teachers by providing professional learning experiences in order to impact student achievement. Develop and retain future teacher leaders who are highly qualified and reflective educators meeting the needs of our growing diverse population. Each TSM will provide to their new teacher candidates 8-20 hours per month of direct support including teaching strategies that are aimed at improving outcomes for SED and EL students.</p> <p>IF We implement the Teacher Support Mentor (TSM) program to provide comprehensive support and professional development to new teachers.</p> <p>THEN Students will benefit from improved teaching quality and enhanced learning experiences, leading to better academic outcomes through the ongoing professional development of teachers that will bring enhanced teacher effectiveness, improved classroom management and a supportive learning environment.</p>	<p>Local Teacher Survey</p> <p>CAASPP ELA</p> <p>CAASPP Math</p>

	CAASPP Math Gap between Low Income (16.3 %) and Non-Low Income (30.1 %) % Met or Exceeded		
Goal #3, Action #4	<p><u>Low Income</u></p> <p>Need for a learning environment with a stable, highly motivated, and skilled teaching workforce that can motivate and provide effective instruction for SED students.</p> <p>Based on our Panorama Survey Results:</p> <p>Teaching Efficacy - 78% responded favorably</p> <p>Staff-Leadership Relationships - 77% responded favorably</p> <p>Student Mindset, 77% responded favorably</p> <p>Belonging - 35% responded favorably</p> <p>Staff-Family Relationships - 63% responded favorably in Spring of 2023-2024.</p> <p>Additionally, Staff-Leadership Relationships - 75% responded favorably</p> <p>Belonging - 69% responded favorably</p> <p>Staff-Family Relationships, 55% responded favorably in Spring of 2023-2024.</p> <p>CAASPP ELA Gap between Low Income (29.5 %) and Non-Low Income (47.3 %) % Met or Exceeded</p> <p>CAASPP Math Gap between Low Income (16.3 %) and Non-Low Income (30.1 %) % Met or Exceeded</p>	<p>MUSD will implement an Employee Career Advancement Ladder to develop greater teacher capacity.</p> <p><i>IF</i> We develop a comprehensive employee career ladder with incentive programs, pathways, and targeted professional learning for career advancement.</p> <p><i>THEN</i> All students will benefit from a highly motivated, skilled, and stable teaching workforce, leading to improved educational outcomes through enhanced teacher effectiveness, retention of high-quality educators, leadership development which all lead to improved school culture and climate.</p>	<p>Local Teacher Survey</p> <p>Local Staff Survey</p> <p>CAASPP ELA</p> <p>CAASPP Math</p>

<p>Goal #3, Action #5</p>	<p><u>Low Income</u></p> <p>Need for a systematic approach to a positive school and classroom environment that can best meet the needs of the SED students and reduce suspensions and improve the overall wellbeing of SED students.</p> <p>Based on the CA School dashboard, the suspension rate was 3.7% and chronic absenteeism was 28.2% districtwide in 2022-2023.</p> <p>Additionally, based on DataQuest, the expulsion rate was 0.3% districtwide.</p> <p>Suspension gap between FY (10.3 %), Low Income (4.9 %) and All Students (4.6%)</p> <p>Chronic Absenteeism gap between FY (28.6%), Low Income (28.7 %) and All Students (28.2 %)</p>	<p>MUSD will provide Social-emotional Behavioral Professional Learning that includes conducting Site Administrator Workshops focused on strengthening Tier 1 systems to reduce disproportionate discipline, providing Administrator and Tier 2 Provider Trainings on implementing Tier 1 and Tier 2 restorative practices, initiating a Tier 1 SEL core curriculum adoption committee for 9th-12 th grade, and maintaining counselor and psychologist services at all elementary schools. These services will be principally directed at the needs of SED students.</p> <p>IF We enhance staff capacity to implement a tiered PBIS framework with fidelity through targeted professional learning and support services.</p> <p>THEN Students will benefit from improved social-emotional/ behavioral (SEB) outcomes and a more supportive and equitable learning environment, leading to better academic and personal success through access to counseling and psychological services, and strengthened tier 1 systems and restorative practices with the continued adoption of socioemotional core curriculum.</p>	<p>Suspension Rate</p> <p>Expulsion Rate</p> <p>Chronic Absenteeism Rate</p>
<p>Goal #3, Action #6</p>	<p><u>Low Income</u></p> <p>Need for a systematic support program that will address the diverse needs of SED students and provide support in academic and behavioral needs.</p> <p>Based on the CA School dashboard, the suspension rate was 3.7% districtwide in 2022-2023.</p> <p>Additionally, based on DataQuest, the expulsion rate was 0.3% districtwide.</p> <p>CAASPP ELA Gap between Low Income (29.5 %) and Non-Low Income (47.3 %) % Met or Exceeded</p>	<p>MUSD will provide a Multi-Tiered Systems of Support to address diverse student needs through integrated academic, behavioral, and social-emotional interventions.</p> <ul style="list-style-type: none"> ● School Nurses at Elementary, Middle & High Schools ● Suicide Prevention Day Support ● Site Mental Health Fairs ● Every 15 minutes Support (every other year) ● School-wide PBIS Positive Behavior Expectations and Character Lessons ● Crisis Response Team (CRT) Member - conduct Risk & Threat Assessments with the team. <p>These services will be principally directed at needs of SED students.</p>	<p>Suspension Rate</p> <p>Expulsion Rate</p> <p>CAASPP ELA</p> <p>CAASPP Math</p>

	<p>CAASPP Math Gap between Low Income (16.3 %) and Non-Low Income (30.1 %) % Met or Exceeded</p> <p>Suspension gap between FY (10.3 %), Low Income (4.9 %) and All Students (4.6%)</p>	<p>IF We implement proactive programs to support mental wellness and provide social-emotional support through a Multi-Tiered System of Support (MTSS).</p> <p>THEN Students will benefit from a comprehensive support system that addresses their academic, behavioral, and social-emotional needs, leading to improved overall well-being and academic success through behavioral interventions and supports that includes integrated support services, mental health and suicide prevention and crisis responses teams all wrapped in socialemotional learning.</p>	
<p>Goal #3, Action #9</p>	<p><u>Low Income</u></p> <p>Need for opportunities for elementary SED students to participate in school field trips with their peers in an equitable manner.</p> <p>Based on our Panorama Survey Results:</p> <p>School Safety - 60% responded favorably</p> <p>School Belonging - 48% responded favorably</p> <p>school Climate - 48% responded favorably</p> <p>School Engagement - 35% responded favorably in Spring of 2023-2024.</p> <p>Additionally, based on the CA School dashboard, chronic absenteeism was 28.2% districtwide in 2022-2023.</p> <p>CAASPP ELA Gap between Low Income (29.5 %) and Non-Low Income (47.3 %) % Met or Exceeded</p> <p>CAASPP Math Gap between Low Income (16.3 %) and Non-Low Income (30.1 %) % Met or</p>	<p>MUSD will provide resources and opportunities for Student Field Trips that includes covering transportation costs, entry fees, and any necessary materials or supplies.</p> <p>IF We allocate funding and logistical support to ensure that TK-6th grade students have access to field trips regardless of their socio-economic background.</p> <p>THEN Low-income students will benefit from enriched learning experiences that enhance their academic, social, and cultural development through equitable access to enriching experiences, enhanced curriculum integration, exposure to diverse learning opportunities through community and cultural engagement.</p>	<p>Local Student Climate Survey (3rd-12th grade)</p> <p>Chronic Absenteeism Rate</p> <p>CAASPP ELA</p> <p>CAASPP Math</p>

	<p>Exceeded</p> <p>Chronic Absenteeism gap between FY (28.6%), Low Income (28.7 %) and All Students (28.2 %)</p>		
<p>Goal #4, Action #1</p>	<p><u>Low Income</u></p> <p>Need for a high quality Early Education program to increase the overall development of SED students in ways lead to greater success in school. (this is split funded so you are describing the funds used for the contributing part-this is a place to clarify that).</p> <p>Based on our internal Student Information System, 388 students were enrolled in preschool.</p> <p>Additionally, based on the DRDP Online:</p> <p>Social and Emotional Development: - 67%</p> <p>Language & Literacy Development - 49%</p> <p>Cognition: Math - 56% were Building Later/Integrating Earlier Levels on the spring 2023-2024 administration.</p>	<p>MUSD will provide Early Childhood Education Program and Services</p> <p><i>IF</i> We expand and enhance Early Childhood Education (ECE), Preschool, and Transitional Kindergarten (TK) programs by hiring qualified educators, developing a comprehensive curriculum, and providing ongoing professional development and support.</p> <p><i>THEN</i> Students will benefit from high-quality early education experiences that foster their cognitive, social-emotional, physical, and creative development, leading to improved academic outcomes through having highly qualified educators and support staff achieved by ongoing professional development, paired with comprehensive curriculum that also supports students with disabilities</p>	<p>Preschool Enrollment</p> <p>Desired Results Developmental Profile Assessment results</p>
<p>Goal #4, Action #2</p>	<p><u>Low Income</u></p> <p>Need for services that assist the parents of SED students that will enhance the development of their child (this is split funded, so you are describing the funds used for the contributing part-this is a place to clarify that).</p> <p>Based on the CA School Dashboard there was Full Implementation in Parent Input in Decision Making.</p> <p>Additionally, based on internal attendance tracking, 2,770 parents participated in virtual or in-person workshops in 2023-2024.</p>	<p>MUSD will provide Parent Resource Centers located in multiple sites offer district-wide support and learning opportunities to equip parents with the knowledge and skills needed to support their children's academic achievement. These services will be principally directed at needs of SED students.</p> <p><i>IF</i> We build effective communication and engagement through Parent Resource Center workshops, including topics on technology, social-emotional development, and college readiness.</p> <p><i>THEN</i> Students will benefit from increased parental support and engagement, leading to improved academic outcomes through enhanced</p>	<p>Parent Input in Decision Making</p> <p>Parent Participation in Programs for Unduplicated Pupils</p>

		parental knowledge and skills, stronger parent-school connections, additional support for newcomer families and empowered parent advocacy which all lead to improved student outcomes.	
Goal #4, Action #3	<p><u>English Learners and Low Income</u></p> <p>Need for greater opportunities for EL and SED students to experience a broad course of study and career pathways.</p> <p>Based on DataQuest, the high school dropout rate was 4.3%, with a high school graduation rate of 90.5%. Of those graduates, 47.1% were also A-G completers in 2022-2023.</p> <p>Additionally, based on CALPADS the middle school dropout rate was 0.03% in 2022-2023.</p> <p>Graduation Rate gap between FY (73.7 %), EL (74 %), Low Income (90.1 %) and All Students (90.5%)</p> <p>UC/CSU completion gap between FY (10.5 %), EL (20.1 %), Low Income (45.2 %) and All Students (46.5 %)</p>	<p>MUSD will implement a 7-period school day in middle school and high school. This action most specifically helps and targets English Learners and Students with Disabilities to better access a broad course of study to ensure they can meet the graduation requirements. This action will also be principally directed at SED students.</p> <p>IF We implement a 7-period school day in middle school and high school, providing additional opportunities for support classes, electives, and credit recovery.</p> <p>THEN Students will benefit from increased academic and support opportunities, leading to improved educational outcomes through increased access to support classes, preparedness for college and careers, built-in credit recovery and standardized scheduling and counseling.</p>	<p>High School Dropout Rate</p> <p>Middle School Dropout Rate</p> <p>High School Graduation Rate</p> <p>A-G Completion</p>
Goal #4, Action #4	<p><u>Low Income and English Learners</u></p> <p>Need for support for SED students to prepare them for graduation and post-graduation success.</p> <p>Based on the CA School Dashboard, 40.1% of graduates met the College and Career Indicator in 2022-2023.</p> <p>Additionally, based on DataQuest, 37.6% of graduates completed a CTE Pathway and 19.4% of graduates completed A-G Requirements and a CTE Pathway In 2022-2023</p>	<p>MUSD will implement a Graduate Profile Portfolio. Starting with the class of 2025, all MUSD seniors will be required to pass a Graduate Profile Portfolio and Showcase in order to earn a high school diploma. In order to support this, each comprehensive high school will be provided with support that is principally directed at the needs of SED students.</p> <p>IF We implement the Madera Unified Graduate Profile for graduation, providing necessary support and resources for both students and staff.</p> <p>THEN Students will benefit from a comprehensive support system that enhances their readiness for graduation</p>	<p>College/Career Indicator</p> <p>CTE Pathway Completion</p> <p>CTE Pathway and A-G Completion</p>

	<p>CCI gap between FY (10.5 %), EL (7.7%), Low Income (38.8 %) and All Students (40.1 %)</p> <p>CTE Pathway completion gap between FY (5.3 %), EL (10.2 %), and All Students (31.4 %) Low Income greater than all students (31.8)</p> <p>CTE and UC/CSU gap between FY (5.3 %), EL (3.1 %), and All Students (20.7 %) Low Income greater than all students (20.9 %)</p>	<p>and future success, leading to improved academic and personal outcomes through integration into advisory structures with structured support for teachers and standardized practices across sites that gives students early and ongoing practices opportunities to develop essential skills that are critical for their academic and career success.</p>	
<p>Goal #4, Action #5</p>	<p>Low Income</p> <p>Need for opportunities for elementary SED students to take electives, STEM, PE from highly qualified teachers and to provide elementary teachers with planning time to develop instruction that is most appropriate for SED students</p> <p>Based on our internal Human Resource information system, 4% of Madera Unified staff voluntarily resigned and 2% of teacher positions were vacant in 2023-2024.</p> <p>Additionally, based on our Panorama Survey Results:</p> <p>Teaching Efficacy - 78% responded favorably</p> <p>Staff-Leadership Relationships - 77% responded favorably</p> <p>Student Mindset - 77% responded favorably</p> <p>Belonging - 35% responded favorably</p> <p>Staff-Family Relationships - 63% responded favorably in Spring of 2023/2024.</p> <p>CAASPP ELA Gap between Low Income (29.5 %) and Non-Low</p>	<p>MUSD will hire specialist teachers in STEM, PE, Music, Dramatic Literacy and Art. Provide opportunities for elementary classroom teachers during the school day to collaborate within grade level teams to discuss student data to develop instructional unit plans and engage in professional learning.</p> <p>IF We create release and collaboration time for elementary teachers through the Elementary Elective Program by hiring specialist teachers and providing structured collaboration opportunities.</p> <p>THEN Students will benefit from improved instructional quality and increased engagement, leading to enhanced academic outcomes through teacher collaboration and professional learning, and specialized instruction in electives that lead to improved student engagement and motivation.</p>	<p>Rate of Teacher Vacancies</p> <p>Rate of Voluntary Resignations</p> <p>Local Teacher Survey</p> <p>CAASPP ELA</p> <p>CAASPP Math</p>

	<p>Income (47.3 %) % Met or Exceeded</p> <p>CAASPP Math Gap between Low Income (16.3 %) and Non-Low Income (30.1 %) % Met or Exceeded</p>		
<p>Goal #4, Action #6</p>	<p>Low Income</p> <p>Need for a standardized curriculum to improve and standardize instruction for SED students.</p> <p>Based on the CA School Dashboard: Standard Met was achieved both on Access to Standards – Aligned Instructional Materials and Implementation of State Standards.</p> <p>Also, 0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home.</p> <p>CAASPP ELA Gap between Low Income (29.5 %) and Non-Low Income (47.3 %) % Met or Exceeded</p> <p>CAASPP Math Gap between Low Income (16.3 %) and Non-Low Income (30.1 %) % Met or Exceeded</p>	<p>MUSD will provide curriculum to ensure, regardless of the school, classroom, or teacher, all students have access to rigorous instruction and high quality materials. Provide professional development and coaching support opportunities to facilitate K-12 district articulation focused on Literacy, Mathematics, English Language Development, and subject specific (units of study). This action is principally directed at SED students</p> <p><i>IF</i> We refine the implementation of board-adopted researched-based materials and instructional practices within the Guaranteed & Viable Curriculum (GVC).</p> <p><i>THEN</i> Students will benefit from consistent, high-quality instruction and targeted support, leading to improved academic outcomes through professional development and coaching for teachers which will lead to access to rigorous instruction for students, and assessment and monitoring systems that lead to aligned assessments.</p>	<p>Access to Standards– Aligned Instructional Materials</p> <p>Implementation of State Standards</p> <p>Access to and enrollment in a broad course of study</p> <p>CAASPP ELA</p> <p>CAASPP Math</p>
<p>Goal #4, Action #7</p>	<p>Foster Youth</p> <p>Need for additional support (split funding) for Foster Youth students to close the achievement gap between the general population</p> <p>Based on the CAASPP (Grades 3-8, 11), Foster Youth students are further behind in Math - 108.9 DFS and Reading -77.1 DFS than the general population.</p> <p>Also in NWEA Fluency (Grade K-2) Foster Youth students had a smaller percentage of meeting</p>	<p>MUSD will provide foster youth with access to the following supports to address their unique learning needs:</p> <ul style="list-style-type: none"> ● Transportation to and from school of origin ● Priority registration in After School Program and Expanded Learning Programs ● Teacher professional development ● Ensure Foster Youth students have all necessary curriculum, instructional supplies, and school equipment needed to ensure equal participation opportunities. ● Provide academic, behavioral 	<p>NWEA MAP Reading Fluency (K-2nd)</p> <p>CAASPP ELA</p> <p>CAASPP Math</p>

	<p>standards (17.3%) than the general population</p> <p>CAASPP ELA Gap between FY (20.7 %) and non-FY (31.1 %) % Met or Exceeded</p> <p>CAASPP Math Gap between FY (14.3 %) and non-FY (17.5 %) % Met or Exceeded</p> <p>Graduation Rate gap between FY (73.7 %), EL (74 %), Low Income (90.1 %) and All Students (90.5%)</p>	<p>and social emotional counseling services</p> <ul style="list-style-type: none"> • Expand educational opportunities through field trips, Youth conferences, and other unique opportunities (varies from year to year) <p>IF Madera Unified ensures that every student, including Foster Youth, has access to the same opportunities for academic achievement and support,</p> <p>THEN we will help eliminate educational barriers and promote school stability, thereby maximizing the academic potential of Foster Youth.</p>	
Goal #4, Action #11	<p><u>Low Income</u></p> <p>Need for increased instructional time for SED and EL students in kindergarten.</p> <p>MUSD Kindergarten Screening Tool indicates that students are entering Kindergarten with a lack of basic literacy skills</p> <ul style="list-style-type: none"> • Letter Knowledge • Concepts of print • Oral English Language Indicator • Name Writing <p>PAC Advisory Committee recommended to the MUSD Board of Trustees:</p> <ul style="list-style-type: none"> • Ensuring early access to basic language and literacy opportunities in TK & K 	<p>MUSD will increase instructional minutes for kindergarten students to allow students to receive a full day of instruction.</p> <p>IF We provide full-day kindergarten and additional support staff in the form of paraprofessionals in all kindergarten classrooms.</p> <p>THEN Kindergarten students will benefit from increased instructional time and personalized support, leading to improved academic readiness and overall educational outcomes through increased instructional time with lower staff-to-student ratios, that provides enhanced support and services which will lead to improved early learning outcomes.</p>	<p>NWEA MAP Reading Fluency (K-2nd)</p> <ul style="list-style-type: none"> • 3x annually to assess foundational skills beginner, foundational skills, and adaptive oral reading <p>ESGI Kindergarten Assessment</p> <ul style="list-style-type: none"> • ELA • Math <p>Standards Based Mastery Grading</p>
Goal #4, Action #12	<p><u>Low Income and English Learner students</u></p> <p>Need for an investment in resources to support instruction, including use of data analytics to maximize instruction for EL and SED students.</p> <p>Based on our Panorama Survey Results: School Safety - 60% responded favorably</p>	<p>MUSD will provide monitoring and evaluations systems so all schools have access to accurate, timely, and comprehensive data and dashboards that informs instructional practices and supports continuous improvement efforts.</p> <p>IF We provide the necessary resources and integral information to support continuous improvement across our educational system.</p>	<p>Local Student Climate Survey (3rd-12th grade)</p> <p>Suspension Rate</p> <p>Chronic Absenteeism Rate</p> <p>NWEA Mathematics</p> <p>CAASPP ELA</p> <p>CAASPP Math</p>

	<p>School Belonging - 48% responded favorably</p> <p>School Climate - 48% responded favorably</p> <p>School Engagement - 35% responded favorably in spring of 2024.</p> <p>Based on NWEA Assessment Results, 38.5% met their best target in reading and 42.1% met their best target in mathematics in the spring 2024 administration.</p> <p>Additionally, based on the 2023 CA School Dashboard the DFS was -52.2 points and -93.6 points districtwide on the CAASPP ELA and mathematics assessments respectively. Also, Chronic Absenteeism was 28.2% districtwide.</p> <p>CAASPP ELA Gap between Low Income (29.5 %) and Non-Low Income (47.3 %) % Met or Exceeded</p> <p>CAASPP Math Gap between Low Income (16.3 %) and Non-Low Income (30.1 %) % Met or Exceeded</p> <p>Suspension gap between FY (10.3 %), Low Income (4.9 %) and All Students (4.6%)</p> <p>Chronic Absenteeism gap between FY (28.6%), Low Income (28.7 %) and All Students (28.2 %)</p>	<p>THEN Students will benefit from more effective instructional practices and interventions, leading to improved academic outcomes through the access to accurate and timely data, robust monitoring and evaluation systems to make informed instructional adjustments and active engagement with education partners.</p>	<p>NWEA Growth Target Met Progress</p>
<p>Goal #4, Action #13</p>	<p>Low Income</p> <p>Provide unduplicated students with a private school experience and environment in a public school setting that increases engagement, improves academic outcomes through hands-on, rigorous and relevant core classwork.</p>	<p>MUSD will provide Middle School students with opportunities to enroll in Madera Technical Exploration Center (MTEC). MTEC is an innovative school that provides engaging, hands-on instruction to Madera eighth graders. In order to support this new and innovative school MUSD will provide</p> <ul style="list-style-type: none"> ● Ongoing Project Based Learning Training through a board approved consultant 	<p>College/Career Indicator</p> <p>CTE Pathway Completion</p> <p>CTE Pathway and A-G Completion</p> <p>CAASPP ELA</p> <p>CAASPP Math</p>

	<p>Based on the 2023 CA School Dashboard, 40.1% of graduates met the College and Career Indicator.</p> <p>Additionally, based on DataQuest, 37.6% of graduates completed a CTE Pathway and 19.4% of graduates completed A-G Requirements and a CTE Pathway in 2022-23</p> <p>CCI gap between FY (10.5 %), EL (7.7%), Low Income (38.8 %) and All Students (40.1 %)</p> <p>CTE Pathway completion gap between FY (5.3 %), EL (10.2 %), and All Students (31.4 %) Low Income greater than all students (31.8)</p> <p>CTE and UC/CSU gap between FY (5.3 %), EL (3.1 %), and All Students (20.7 %) Low Income greater than all students (20.9 %)</p> <p>CAASPP ELA - 7th Grade -55.9 DFS, 8th Grade -59.2 DFS versus - 52.2 DFS as a district in 2023-2024</p> <p>CAASPP Math- 7th Grade -118.5 DFS, 8th Grade -125.9 DFS versus - 93.6 DFS as a district in 2023-2024</p>	<ul style="list-style-type: none"> ● Materials and Equipment to stay up to date with the industry needs ● Transportation for students from their homesites to MTEC <p>IF We provide engaging, hands-on instructional curriculum aligned with important industry sectors for eighth-grade students at the Madera Technical Exploration Center (Madera TEC).</p> <p>THEN Students will benefit from real-world learning experiences and skill-building opportunities that enhance their academic and career readiness, leading to improved educational outcomes through real-world, hands-on learning, industry-relevant facilities and partnerships, interdisciplinary teaching teams, preparation for high school, college and career with equitable access to education.</p>	
<p>Goal #4, Action #14</p>	<p><u>Low Income</u></p> <p>Need for a system to identify the needs of SED students and provide targeted and effective supplemental support.</p> <p>Based on NWEA Assessment Results 23.5% Meet or Exceeds in all assigned domains in the spring of 2024 administration.</p> <p>Additionally, based on the 2023 CA School Dashboard the DFS was -52.2 points and -93.6 points districtwide on the CAASPP ELA and mathematics assessments</p>	<p>MUSD will maintain assessment performance monitoring tools to 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.</p> <p>IF We maintain the use of NWEA MAP Growth and MAP Reading Fluency assessments to measure student proficiency and growth in reading, language, and mathematics three times a year.</p>	<p>NWEA Mathematics (1st-2nd)</p> <p>CAASPP ELA</p> <p>CAASPP Math</p> <p>California Science Test Met or Exceeded Standard</p>

	<p>respectively. Also 14.8% met or exceeded standard on the CA Science Test.</p> <p>CAASPP ELA Gap between Low Income (29.5 %) and Non-Low Income (47.3 %) % Met or Exceeded</p> <p>CAASPP Math Gap between Low Income (16.3 %) and Non-Low Income (30.1 %) % Met or Exceeded</p>	<p>THEN Students will benefit from targeted and effective support strategies that address their specific learning gaps, leading to improved academic outcomes through identification of learning gaps, differentiated instructional and targeted interventions, continuous monitoring and adjustments and evaluation of district initiatives.</p>	
<p>Goal #4, Action #15</p>	<p><u>Low Income</u></p> <p>Need for the improvement of teaching practices that empower educators to work collectively to help improve the performance of SED students.</p> <p>Based on NWEA Assessment Results 23.5% in the spring of 2024 administration.</p> <p>Additionally, based on the 2023 CA School Dashboard the DFS was -52.2 points and -93.6 points districtwide on the CAASPP ELA and mathematics assessments respectively. Also 14.8% met or exceeded standard on the CA Science Test.</p> <p>CAASPP ELA Gap between Low Income (29.5 %) and Non-Low Income (47.3 %) % Met or Exceeded</p> <p>CAASPP Math Gap between Low Income (16.3 %) and Non-Low Income (30.1 %) % Met or Exceeded</p>	<p>Expand the Intensive Assistance Model</p> <p>IF We expand the Intensive Assistance Model (IAM), focusing on empowering educators, transforming teaching practices, and enhancing student learning outcomes through professional learning communities (PLCs).</p> <p>THEN Students will experience significant improvements in their academic achievement and overall educational experience due to empowering educators, transforming teaching practices, and enhancing student learning.</p>	<p>NWEA Mathematics (1st-2nd)</p> <p>CAASPP ELA</p> <p>CAASPP Math</p> <p>California Science Test Met or Exceeded Standard</p>
<p>Goal #5, Action #2</p>	<p><u>Low Income</u></p> <p>Need for all SED students to have access to transportation to school and extracurricular activities.</p> <p>Based on Traversa-Routing Software, 2,254 students were the average daily bus riders and</p>	<p>MUSD will continue the long-standing practice of not charging students or families for transportation services with no distance restrictions. This is principally directed at the needs of SED students.</p> <p>IF We maintain and provide complimentary transportation services for eligible students, ensuring that all</p>	<p>Average Daily Bus Riders</p> <p>Number of Bus Miles Driven</p> <p>Chronic Absenteeism Rate</p>

	<p>1,048,143 miles were driven on bus routes in 2022-2023.</p> <p>Chronic Absenteeism gap between FY (28.6%), Low Income (28.7 %) and All Students (28.2 %)</p>	<p>students can access school and extracurricular activities without financial or logistical barriers.</p> <p>THEN Low-income students will benefit from increased access to educational opportunities and support, leading to improved academic and behavioral outcomes through improved attendance, enhanced participation in extracurricular activities, reduced suspension rates and support for student with disabilities and homeless students</p>	
Goal #5, Action #3	<p><u>English Learners and Low Income</u></p> <p>Need for stronger translation and interpretations services to parents of SED students</p> <p>Based on our Panorama Survey Results: School Safety - 60% responded favorably</p> <p>School Belonging - 48% responded favorably</p> <p>School Climate - 48% responded favorably</p> <p>School Engagement - 35% responded favorably in Spring of 2024.</p> <p>CAASPP ELA Gap between Low Income (29.5 %) and Non-Low Income (47.3 %) % Met or Exceeded</p> <p>CAASPP Math Gap between Low Income (16.3 %) and Non-Low Income (30.1 %) % Met or Exceeded</p>	<p>Parents and families of English Learner students will be able to be more engaged in their child's school if the language barrier is reduced or removed. Parents and the community accessing their child's school without a hesitation created by the language and SED barrier will create a more welcoming school community for our families.</p> <p>IF We strengthen and broaden interpretation and translation services to ensure that parents of English Learner students can fully engage and participate in their child's education.</p> <p>THEN Low-income students, particularly those who are English Learners, will experience improved educational outcomes through the following means; enhanced parental engagement, improved student achievement and strengthened school-community relationships</p>	<p>Local Student Climate Survey (3rd-12th grade)</p> <p>CAASPP ELA</p> <p>CAASPP Math</p>
Goal #5, Action #4	<p><u>Low Income, Foster Youth and English Learners</u></p> <p>Need for all unduplicated students to have access to advanced and appropriate technology for success in school, that otherwise</p>	<p>MUSD will provide students and staff with access to advanced educational technology resources</p> <p>IF We procure and maintain the latest learning technology through leases and purchase contracts, ensuring that each student has access to a personal</p>	<p>Network Up-Time</p> <p>Average Time to Close Help Desk Ticket</p>

	<p>would not be available in the home.</p> <p>Based on Solarwinds, 99.974% was the total network up-time.</p> <p>Additionally, based on Freshdesk, the average time to close a help desk ticket was 12h 11m 58s.</p>	<p>learning device (1:1 student device ratio).</p> <p>THEN Students will have equitable access to advanced educational technology, which will address their specific educational needs and support their academic growth by providing enhanced learning opportunities, improved academic performance, increased digital literacy and equal access to resources.</p>	
<p>Goal #5, Action #5</p>	<p><u>Low Income</u></p> <p>Need for all SED students to have a safe learning environment for success in school</p> <p>Based on our Panorama Survey Results:</p> <p>Student School Safety - 60% responded favorably in Spring of 2024.</p> <p>Students when asked the question: "If you were principal, what is the one change you would make to the school to make it feel safer?" A word cloud analysis was completed and the top responses included: More Security Officers, Security Guards, Safety Gates, More Cameras, Stop Bullying</p> <p>Parent School Safety - 67% responded favorably in Spring of 2024. Compared nationally for Panorama, this ranked Madera Unified in the bottom 20th percentile.</p> <p>Discipline infractions (# of events): Minor Physical contacts (1,836), Willful use of force (841), Roughhouse/Horseplay (633), Threats of Physical Harm (425), Bullying (106), Dangerous Objects (36) - Total Referrals of 29,459, 7,157 of which were considered major in 2023-2024.</p> <p>MUSD has identified approximately 275 students who</p>	<p>In MUSD, 91% of our student population lives below the poverty line. There is a clear link between poverty and crime, and many of our students come from environments where both are daily realities. To ensure our students have every opportunity for success in school, we will prioritize additional staffing, enhanced safety training, and expanded services.</p> <p>IF we invest in and maintain comprehensive safety measures, including modern security systems, surveillance cameras, secure entry points, and emergency response protocols.</p> <p>AND provide ongoing training and professional development for staff on safety protocols, crisis management, and creating a positive school climate.</p> <p>THEN we will significantly enhance the physical security of our schools.</p> <p>AND staff will be better equipped to handle emergencies and foster a nurturing environment. This ensures that all students, especially those from vulnerable groups such as EL learners, Foster Youth, and low-income students, feel safe and protected within the school premises.</p>	<p>Student and Parent School Safety Survey Results</p> <p>Local Discipline Data</p>

	<p>associate or affiliate with a known violent street gang. Ex. Nortenos and Surenos. Students with known ties to violent street gangs have been identified as a suspect or victim in over 2500 incidents on MUSD campuses in 2023-24.</p>		
<p>Goal #5, Action #6</p>	<p>Low Income</p> <p>Need to increase the operating hours of each elementary school's Library Media Centers to provide greater access to materials for SED students and increase support staff..</p> <p>Based on our Panorama Survey Results:</p> <p>School Safety - 60% responded favorably</p> <p>School Belonging - 48% responded favorably</p> <p>School Climate - 48% responded favorably</p> <p>School Engagement - 35% responded favorably in Spring of 2024.</p> <p>CAASPP ELA Gap between Low Income (29.5 %) and Non-Low Income (47.3 %) % Met or Exceeded</p> <p>CAASPP Math Gap between Low Income (16.3 %) and Non-Low Income (30.1 %) % Met or Exceeded</p>	<p>MUSD will increase Supplemental Support Staff and Services in Elementary School to provide greater access and more support to SED students.</p> <p>IF we increase the Library Media Technicians' hours from 3.5 hours daily to 8 hours daily at each elementary school.</p> <p>AND IF we staff Cafeteria Playground Aides at each elementary school based on a student-to-adult ratio and total school enrollment.</p> <p>AND IF we employ 4 RTI (Response to Intervention) Teachers to support K-8 elementary sites.</p> <p>THEN we will provide enhanced library services and additional resources that are crucial for low-income students, fostering their academic growth and engagement.</p> <p>AND we will ensure adequate supervision and support for all students during non-instructional times, which is essential for maintaining a safe and positive school environment for all students.</p> <p>AND we will be able to provide targeted academic interventions and support for students who are struggling, ensuring that they receive the necessary assistance to succeed academically.</p>	<p>Local Student Climate Survey (3rd-12th grade)</p> <p>CAASPP ELA</p> <p>CAASPP Math</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal #1, Action #2	<p><u>English Learner, At-Risk & Long Term English Learner (LTEL)</u></p> <p>Based on the 2023 CA School Dashboard our district's ELPI progress was 49.3%; which indicates that 50.7% or approximately 3,000 English Learner students did not make adequate yearly progress towards acquiring language and literacy proficiency.</p>	<p><i>IF</i> MUSD supports all English Learner students in obtaining English language proficiency and mastery of the core content standards by implementing a high-quality, comprehensive program for English Learners that includes the following:</p> <ul style="list-style-type: none"> ● Guaranteed and Viable Designated ELD Curriculum ● Teacher training on quality Instructional Strategies ● Ensure ELD program aligned with the district expectations is fully implemented at each school districtwide <p><i>THEN</i> English Learner students would meet their ELPI growth by either improving one language proficiency level or maintaining at the highest language proficiency level and should reclassify at a higher rate and less students will become classified as At-Risk or Long-Term EL's.</p>	<p>% of students who made adequate yearly progress based on the CA School Dashboard ELPI Indicator</p> <p>English Learner Reclassification Rate</p> <p>State Seal of Biliteracy</p> <p>Number of professional development sessions offered on multilingualism and EL strategies.</p> <p>Teacher participation rate in professional development sessions.</p> <p>Parsec Real: Teacher self-reported competency in implementing EL strategies pre- and post-professional development.</p>
Goal #1, Action #3	<p><u>English Learner, At-Risk & Long Term English Learner (LTEL)</u></p> <p>Based on the 2023 CA School Dashboard our district's ELPI progress was 49.3%; which indicates that 50.7% or</p>	<p><i>IF</i> MUSD provides intentional professional development focusing on instructional strategies and practices that improve the development of English language proficiency and literacy of English Learner students at all levels.</p>	<p>% of students who made adequate yearly progress based on the CA School Dashboard ELPI Indicator</p>

	<p>approximately 3,000 English Learner students did not make adequate yearly progress towards acquiring language and literacy proficiency.</p>	<p>THEN teacher and leader capacity will improve through</p> <ul style="list-style-type: none"> • continuous professional development sessions aimed at deepening understanding and proficiency in English Language Proficiency Assessments, reclassification procedures, the ELA/English Language Development (ELD) Framework • ELD standards • Integrated and Designated ELD strategies, and • As well as evidence-based practices tailored to address the distinct language requirements of English Learner (EL) and Long-Term English Learner (LTEL) students. <p>AND English Learner students would meet their ELPI growth by either improving one language proficiency level or maintaining at the highest language proficiency level and the result will be an increase in teacher efficacy and skill; which will increase the number of English Learner students reclassified annually in MUSD.</p>	<p>State Seal of Biliteracy</p> <p>Number of instructional coaching sessions provided to teachers.</p> <p>Percentage of teachers receiving instructional coaching focused on multilingual education.</p> <p>Parsec Real: Teacher satisfaction and perceived effectiveness of instructional coaching.</p>
<p>Goal #1, Action #4</p>	<p>English Learner students</p> <p>Based on the 2023 CA School Dashboard our district's ELPI progress was 49.3%; which indicates that 50.7% or approximately 3,000 English Learner students did not make adequate yearly progress towards acquiring language and literacy proficiency.</p>	<p>IF MUSD develops the capacity of District Academic Coaches through:</p> <ul style="list-style-type: none"> • Cognitive Coaching • Teaching and Learning Cycle • Instructional Coaching: Jim Knight's Impact Cycle • Increase knowledge of content specific implementation of strategies to support EL's. • Build strong relationships with site leads and teachers <p>THEN in Secondary Schools:</p> <p>Develop the capacity of the lead EL teachers in middle and high school.</p> <ul style="list-style-type: none"> • Teaching and Learning Cycle • Increase knowledge of content specific implementation of strategies to support EL's. • Build strong relationships with EL and content specific teachers to ensure proper supports for EL's <p>THEN in Elementary Schools:</p>	<p>% of students who made adequate yearly progress based on the CA School Dashboard ELPI Indicator</p> <p>Rate of Teacher Vacancies</p> <p>Rate of Voluntary Resignations</p> <p>Yearly Academic Progress on End of Year State Assessments</p> <p>Reclassification Rate</p> <p>State Seal of Biliteracy</p>

		<p>Develop capacity of fourth and fifth grade teachers in elementary school</p> <ul style="list-style-type: none"> • Develop the skill and strategies of fourth and fifth grade teachers by providing differentiated professional learning opportunities and instructional coaching cycles that ensure intentional ELD instruction occurs thus improving individual student outcomes. • Implement the Teaching and Learning Cycle <p>AND the result will be an increase in teacher efficacy and skill; which will increase the number of English Learner students reclassified annually in MUSD and English Learner students would meet their ELPI growth by either improving one language proficiency level or maintaining at the highest language proficiency level and the overall academic performance of English Learner students.</p>	
<p>Goal #4, Action #7</p>	<p><u>Foster Youth</u></p> <p>2023 CA School Dashboard Indicators:</p> <p>Academic</p> <ul style="list-style-type: none"> • English Language Arts Performance (-77.1 DFS) • Mathematics Performance (-108.9 DFS) • Graduation Rate (73.7%) • College and Career Readiness Indicator (Low) <p>Behavioral</p> <ul style="list-style-type: none"> • Suspension Rate (10.3%) • Chronic Absenteeism (28.6%) <p>Emotional Security and Wellbeing (qualitative measures, so we will need to gather additional information)</p> <ul style="list-style-type: none"> • Housing • Clothing • Food • Medical and Emotional Needs • Transportation 	<p>IF MUSD Provide foster youth with access to the following supports to address their unique learning needs:</p> <ul style="list-style-type: none"> • Transportation to and from school of origin • Priority registration in After School Program and Expanded Learning Programs • Teacher professional development • Ensure Foster Youth students have all necessary curriculum, instructional supplies, and school equipment needed to ensure equal participation opportunities. • Provide academic, behavioral and social emotional counseling services • Expand educational opportunities through field trips, Youth conferences, and other unique opportunities (varies from year to year) <p>THEN our Foster Youth students will increase their academic achievement as measured by the CA School Dashboard and will also be able to increase their graduation rate and reduce their suspension rate; which will help the students be more emotionally secure.</p>	<p>Academic Progress of the NWEA Benchmark Assessment</p> <p>Academic Progress of the CAASPP End of Year Assessments</p> <p>High School Dropout Rate</p> <p>High School Graduation Rate</p>

	<p>CAASPP ELA gap between FY (20.7 %) and non-FY (31.1 %) % Met or Exceeded</p> <p>CAASPP Math gap between FY (14.3 %) and non-FY (17.5 %) % Met or Exceeded</p> <p>Graduation Rate gap between FY (73.7 %) and All Students (90.5%)</p>		
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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

Additional Concentration Grant Funding

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

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

- Action 1.4 - Districtwide and site based Instructional Coaching; \$372,120
- Action 3.2 - New Teacher Mentor Program; \$4,129,758
- Action 3.5 - Social- Emotional Behavioral (SEB) Staff & Professional Learning; \$6,452,939
- Action 3.6 - Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports; \$7,290,481
- Action 4.5 - Create release and collaboration time for Elementary Teachers through the Elementary Elective Program; \$14,757,408
- Action 4.11 - Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms; \$7,867,016
- Action 5.5 - Provide Resources to Implement and Operate Safe Schools for the Community; 5,587,493
- Action 5.6 - Increase Supplemental Support Staff and Services in Elementary Schools; \$2,673,444

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

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

Local Control and Accountability Plan Action Tables

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$214,298,237	\$89,603,196	41.812%	0.00%	41.812%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$316,003,207	\$91,808,643	\$9,480,700	\$21,947,139	\$439,239,689.00	\$314,604,687	\$124,635,002

Goal / Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services ?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1.1	Creating assets-oriented and student responsive schools	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	On Going	\$707,663	\$320,936	\$647,573	\$76,000	\$ -	\$305,026	\$1,028,599
1.2	Supporting programs and practices that provide intellectual rigor and meaningful access to high quality academic programs for English Learners	English Learners	Yes	Limited	English Learners	All Schools	On Going	\$1,363,911	\$60,842	\$1,424,753	\$ -	\$ -	\$ -	\$1,424,753

1.3	Ensuring system wide conditions to support the implementation of high quality English Learner programs through teacher and support staff professional development	English Learners	Yes	Limited	English Learners	All Schools	On Going	\$ -	\$817,564	\$129,464	\$688,100	\$ -	\$ -	\$817,564
1.4	Districtwide and site based Instructional Coaching	English Learners	Yes	Limited	English Learners	All Schools	On Going	\$372,120	\$ -	\$372,120	\$ -	\$ -	\$ -	\$372,120
1.5	Dual Language Immersion Schools	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	On Going	\$248,000	\$ -	\$248,000	\$ -	\$ -	\$ -	\$248,000
1.6	Cultural Exchange Opportunities	All	Yes	LEA-wide	English Learners and Low-Income	All Schools	On Going	\$ -	\$100,000	\$100,000	\$ -	\$ -	\$ -	\$100,000
2.1	Expand and Sustain Learning Opportunities beyond the school day	All	No	LEA-wide	Low-Income	All Schools	On Going	\$5,329,785	\$49,291,388	\$ -	\$54,621,173	\$ -	\$ -	\$54,621,173
2.2	Expand and sustain the comprehensive Arts Education program inside and outside of the school day	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$7,943,109	\$524,691	\$4,723,790	\$3,744,010	\$ -	\$ -	\$8,467,800
2.3	Expand and sustain an articulated and aligned before, during, and after school TK-12 athletics program	All	No	LEA-wide	Low-Income	All Schools	On Going	\$2,861,190	\$192,750	\$3,053,940	\$ -	\$ -	\$ -	\$3,053,940

2.4	Expand opportunities to enhance leadership development through out-of-school participation in Career Technical Student Organizations (CTSO)	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$ -	\$130,000	\$130,000	\$ -	\$ -	\$ -	\$130,000
2.5	Create an Engagement Incentive and tracking program	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$ -	\$50,000	\$50,000	\$ -	\$ -	\$ -	\$50,000
3.1	Professional Development and Staff Training to Support Culturally Relevant Teaching Strategies, Materials, and Competency in Diversity, Equity and Inclusion	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$457,271	\$41,720	\$498,991	\$ -	\$ -	\$ -	\$498,991
3.2	New Teacher Mentor Program	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$4,021,397	\$108,361	\$4,129,758	\$ -	\$ -	\$ -	\$4,129,758
3.3	Diverse Staff Recruitment	All	No	LEA-wide	Low-Income	All Schools	On Going	\$2,810,130	\$221,831	\$3,031,961	\$ -	\$ -	\$ -	\$3,031,961
3.4	Employee Career Advancement (Career Ladder)	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$ -	\$100,000	\$100,000	\$ -	\$ -	\$ -	\$100,000
3.5	Social-Emotional Behavioral (SEB) Staff & Professional Learning	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$6,448,539	\$4,400	\$6,452,939	\$ -	\$ -	\$ -	\$6,452,939
3.6	Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$7,238,676	\$51,805	\$7,290,481	\$ -	\$ -	\$ -	\$7,290,481

3.7	Implement Programs and Services to Reduce Suspension and Expulsion Rates	All	No	LEA-wide	Low-Income	All Schools	On Going	\$1,299,784	\$245,800	\$ -	\$ -	\$ -	\$1,545,584	\$1,545,584
3.8	District Adopted Textbooks and Instructional Materials	All	No	LEA-wide	Low-Income	All Schools	On Going	\$ -	\$4,550,104	\$ -	\$4,550,104	\$ -	\$ -	\$4,550,104
3.9	Provide Resources and Opportunities for Student Field Trips	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$2,280	\$746,020	\$748,300	\$ -	\$ -	\$ -	\$748,300
4.1	Early Childhood Education Program and Services	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$4,004,628	\$351,967	\$829,486	\$3,527,109	\$ -	\$ -	\$4,356,595
4.2	Parent Education	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$1,831,742	\$615,280	\$1,918,525	\$ -	\$ -	\$528,497	\$2,447,022
4.3	Implementati on of a 7-period school day in middle school and high school	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$5,226,122	\$ -	\$5,226,122	\$ -	\$ -	\$ -	\$5,226,122
4.4	Implement a Madera Unified Graduate Profile for Graduation	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$6,186,709	\$242,289	\$6,428,998	\$ -	\$ -	\$ -	\$6,428,998
4.5	Create release and collaboration time for Elementary Teachers through the Elementary Elective Program	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$6,767,310	\$7,790,175	\$14,557,485	\$ -	\$ -	\$ -	\$14,557,485
4.6	Guaranteed & Viable Curriculum	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$1,681,459	\$1,134,813	\$2,457,967	\$ -	\$ -	\$358,305	\$2,816,272

4.7	Supports for Achievement for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All Schools	On Going	\$502,098	\$98,014	\$297,809	\$97,096	\$ -	\$205,207	\$600,112
4.8	Maintain and Expand Educational Services for Students with Disabilities	All	No	LEA-wide	Low-Income	All Schools	On Going	\$32,933,266	\$5,932,364	\$28,180,721	\$2,392,874	\$6,631,610	\$1,660,425	\$38,865,630
4.9	Increase and Improve the teaching and learning outcomes for students in English Language Arts	All	No	LEA-wide	Low-Income	All Schools	On Going	\$7,149,109	\$ -	\$7,149,109	\$ -	\$ -	\$ -	\$7,149,109
4.10	Increase and Improve the teaching and learning outcomes for students in Mathematics	All	No	LEA-wide	Low-Income	All Schools	On Going	\$6,205,986	\$ -	\$6,205,986	\$ -	\$ -	\$ -	\$6,205,986
4.11	Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$7,867,016	\$ -	\$7,867,016	\$ -	\$ -	\$ -	\$7,867,016
4.12	Provide resources and integral information to ensure Continuous Improvement	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$1,223,755	\$82,561	\$1,306,316	\$ -	\$ -	\$ -	\$1,306,316
4.13	Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region for eighth grade students	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$3,163,157	\$114,948	\$3,278,105	\$ -	\$ -	\$ -	\$3,278,105

4.14	Maintain assessment, accountability and school improvement	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$617,546	\$714,942	\$1,332,488	\$ -	\$ -	\$ -	\$1,332,488
4.15	Expand the Intensive Assistance Mode	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$ -	\$1,000,000	\$1,000,000	\$ -	\$ -	\$ -	\$1,000,000
5.1	Integrated and Collaborative School District Operational Services	All	No	LEA-wide	Low-Income	All Schools	On Going	\$174,280,957	\$43,848,814	\$176,977,017	\$20,959,569	\$2,849,090	\$17,344,095	\$218,129,771
5.2	Maintaining Complimentary Transportation Services for Eligible Students	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$4,877,719	\$ -	\$4,877,719	\$ -	\$ -	\$ -	\$4,877,719
5.3	Strengthening and Broadening Interpretation and Translation Services	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$710,483	\$8,848	\$719,331	\$ -	\$ -	\$ -	\$719,331
5.4	Provide students and staff with access to advanced educational technology resources	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$ -	\$4,000,000	\$4,000,000	\$ -	\$ -	\$ -	\$4,000,000
5.5	Provide Resources to Implement and Operate Safe Schools for the Community	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$4,711,871	\$875,622	\$5,587,493	\$ -	\$ -	\$ -	\$5,587,493
5.6	Increase Supplemental Support Staff and Services in Elementary Schools	All	Yes	LEA-wide	Low-Income	All Schools	On Going	\$2,673,444	\$ -	\$2,673,444	\$ -	\$ -	\$ -	\$2,673,444

6.1	Increase staffing to support student attendance and welfare	All	No	School wide	English Learners and Low-Income	Eastin Arcola	One Year	\$55,000	\$ -	\$ -	\$55,000	\$ -	\$ -	\$55,000
6.2	Provide additional academic support and resources	All	No	School wide	English Learners and Low-Income	Eastin Arcola	One Year	\$ -	\$143,153	\$ -	\$143,153	\$ -	\$ -	\$143,153
6.3	Purchase Supplemental Social Emotional Learning Curriculum	All	No	School wide	English Learners and Low-Income	Eastin Arcola	One Year	\$ -	\$25,000	\$ -	\$25,000	\$ -	\$ -	\$25,000
6.4	Increase supervisory staff during recess	All	No	School wide	English Learners and Low-Income	Eastin Arcola	One Year	\$20,000	\$ -	\$ -	\$20,000	\$ -	\$ -	\$20,000
7.1	Supplemental and Support Staff	All	No	School wide	Low-Income	Furman ISP	One Year	\$467,000	\$ -	\$ -	\$467,000	\$ -	\$ -	\$467,000
7.2	Supplemental Academic Support(s)	All	No	School wide	Low-Income	Furman ISP	One Year	\$ -	\$60,000	\$ -	\$60,000	\$ -	\$ -	\$60,000
7.3	Supplemental Support to improve the Social Emotional Learning	All	No	School wide	Low-Income	Furman ISP	One Year	\$61,409	\$ -	\$ -	\$61,409	\$ -	\$ -	\$61,409
8.1	Increase Supplemental and Support Staffing	All	No	School wide	Low-Income	Mt. Vista	One Year	\$217,890	\$ -	\$ -	\$217,890	\$ -	\$ -	\$217,890
9.1	Increase Supplemental and Support Staffing	All	No	School wide	Low-Income	Ripperdan	One Year	\$65,156	\$ -	\$ -	\$65,156	\$ -	\$ -	\$65,156
9.2	Purchase Supplemental Social Emotional Learning Curriculum	All	No	School wide	Low-Income	Ripperdan	One Year	\$ -	\$33,000	\$ -	\$33,000	\$ -	\$ -	\$33,000
9.3	Minimize Student Distractions	All	No	School wide	Low-Income	Ripperdan	One Year	\$ -	\$5,000	\$ -	\$5,000	\$ -	\$ -	\$5,000

2024-25 Contributing Actions Table

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

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

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

3	1	Professional Development and Staff Training to Support Culturally Relevant Teaching Strategies, Materials, and Competency in Diversity, Equity and Inclusion	Yes	LEA-wide	Low-Income	All Schools	\$498,991	0.00%
3	2	New Teacher Mentor Program	Yes	LEA-wide	Low-Income	All Schools	\$4,129,758	0.00%
3	4	Employee Career Advancement (Career Ladder)	Yes	LEA-wide	Low-Income	All Schools	\$100,000	0.00%
3	5	Social- Emotional Behavioral (SEB) Staff & Professional Learning	Yes	LEA-wide	Low-Income	All Schools	\$6,452,939	0.00%
3	6	Implement Proactive Programs to Support Mental Wellness as well as Provide Social-Emotional Supports	Yes	LEA-wide	Low-Income	All Schools	\$7,290,481	0.00%
3	9	Provide Resources and Opportunities for Student Field Trips	Yes	LEA-wide	Low-Income	All Schools	\$748,300	0.00%
4	1	Early Childhood Education Program and Services	Yes	LEA-wide	Low-Income	All Schools	\$829,486	0.00%
4	2	Parent Education	Yes	LEA-wide	Low-Income	All Schools	\$1,918,525	0.00%
4	3	Implementation of a 7-period school day in middle school and high school	Yes	LEA-wide	Low-Income	All Schools	\$5,226,122	0.00%
4	4	Implement a Madera Unified Graduate Profile for Graduation	Yes	LEA-wide	Low-Income	All Schools	\$6,428,998	0.00%

4	5	Create release and collaboration time for Elementary Teachers through the Elementary Elective Program	Yes	LEA-wide	Low-Income	All Schools	\$14,557,485	0.00%
4	6	Guaranteed & Viable Curriculum	Yes	LEA-wide	Low-Income	All Schools	\$2,457,967	0.00%
4	7	Supports for Achievement for Foster Youth	Yes	Limited	Foster Youth	All Schools	\$297,809	0.00%
4	11	Provide Full Day Kindergarten and additional support staff for all Kindergarten classrooms	Yes	LEA-wide	Low-Income	All Schools	\$7,867,016	0.00%
4	12	Provide resources and integral information to ensure Continuous Improvement	Yes	LEA-wide	Low-Income	All Schools	\$1,306,316	0.00%
4	13	Provide engaging, hands-on instructional curriculum, aligned with important industry sectors in the region for eighth grade students	Yes	LEA-wide	Low-Income	All Schools	\$3,278,105	0.00%
4	14	Maintain assessment, accountability and school improvement	Yes	LEA-wide	Low-Income	All Schools	\$1,332,488	0.00%
4	15	Expand the Intensive Assistance Mode	Yes	LEA-wide	Low-Income	All Schools	\$1,000,000	0.00%
5	2	Maintaining Complimentary Transportation Services for Eligible Students	Yes	LEA-wide	Low-Income	All Schools	\$4,877,719	0.00%

5	3	Strengthening and Broadening Interpretation and Translation Services	Yes	LEA-wide	Low-Income	All Schools	\$719,331	0.00%
5	4	Provide students and staff with access to advanced educational technology resources	Yes	LEA-wide	Low-Income	All Schools	\$4,000,000	0.00%
5	5	Provide Resources to Implement and Operate Safe Schools for the Community	Yes	LEA-wide	Low-Income	All Schools	\$5,587,493	0.00%
5	6	Increase Supplemental Support Staff and Services in Elementary Schools	Yes	LEA-wide	Low-Income	All Schools	\$2,673,444	0.00%

2023-2024 Annual Update Table

Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
\$422,072,931.00	\$418,541,259.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Partner with community agencies and promote early childhood development classes at our Parent Resource Center	No	\$1,777,121	\$1,934,120
1	2	Implementation of Full Day Preschool at La Vina Elementary School	Yes	\$211,758	\$228,039
1	3	Recruit and retain highly qualified early childhood education teachers.	No	\$1,219,765	\$1,237,511
1	4	Provide play-based learning and standards-aligned curricula	No	\$196,525	\$131,518
1	5	Maintain Full Day instructional minutes for Kindergarten students	Yes	\$4,631,678	\$4,548,137
1	6	Set aside time weekly for teachers collaboration time	No	\$26,269	\$51,996
	7	Build a Madera "Lighthouse For Children"	No	\$ -	\$ -
1	8	Establish and Maintain Purposeful Communication and Marketing Strategies within the School District and Local Community targeting Spanish speaking community	No	\$8,100	\$5,220

1	9	Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning development	Yes	\$797,951	\$620,422
1	10	Ensure that families have the knowledge and tools to effectively communicate with their child's teacher and school sites to become more involved in school activities and advocate for the academic success of their children.	Yes	\$402,019	\$404,602
1	11	Universal Transitional Kindergarten (TK) expansion	Yes	\$2,010,213	\$2,246,342
1	12	Expansion of California State Preschool Programs	No	\$80,000	\$75,949
2	1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	Yes	\$6,221,384	\$5,964,679
2	2	Develop an Inclusive and Equitable Culture	Yes	\$700,636	\$503,996
2	3	Develop systems to pair teachers based on student needs	Yes	\$20,000	\$ -
2	4	Maintain and Increase Extended Learning Opportunities for Students	No	\$9,206,533	\$15,495,860
2	5	Implementation Site Specific Intervention Resources using Title I funds	No	\$3,842,624	\$4,218,435
2	6	Support all English Learner students in obtaining English language proficiency and mastery of the core content standards	Yes	\$1,007,054	\$1,431,884

2	7	Maintain and Expand Educational Services to Special Education Students	No	\$34,215,993	\$32,057,618
2	8	Continue reducing the average class size in 4th Grade to 30:1 ratio	Yes	\$1,419,370	\$1,479,305
2	9	Maintain and Expand Interpretation and Translation Services	Yes	\$728,290	\$591,365
2	10	Increase the number of paraprofessionals to support students	Yes	\$4,382,985	\$4,923,783
2	11	Fully implement the Madera Believes in Me plan for all English Learner students	Yes	\$1,178,647	\$741,528
2	12	Begin development of new elementary school to reduce school sizes and also caseload sizes for roles such as counselors, attendance secretaries and other support roles.	No	\$2,500,000	\$3,927,087
2	13	Increase both instructional and planning time for teachers	Yes	\$8,004,445	\$7,720,609
2	14	Develop and Implement workshops to inform Parents to successfully understand MUSD Programs	Yes	\$12,000	\$11,998
2	15	Support parents of K-6th English Learner students in getting reclassified by 6th grade	Yes	\$125,626	\$118,731
2	16	Provide Teachers with Additional Pay for Tutoring during extended learning times	No	\$540,000	\$636,332
2	17	Maintain the attendance Call Center	No	\$ -	\$ -

2	18	Implement and Maintain Cal-Safe program	Yes	\$728,380	\$648,068
2	19	California Community School Partnership Program Grants	No	\$2,297,715	\$3,891,857
2	20	School Climate Transformation Grant	No	\$643,396	\$517,354
2	21	School Based Mental Health Grant	No	\$1,262,350	\$422,515
2	22	Provide Transportation services at no cost to all students meeting the eligibility requirements	Yes	\$7,108,923	\$8,339,085
2	23	Newcomers Program and Services for students and families	Yes	\$587,467	\$680,056
2	24	Acquire Facilities and Develop Programs using Expanding Learning Opportunities Programs	No	\$15,000,000	\$2,187,500
2	25	Expand and Monitor metrics to improve the College and Career Indicator (CCI)	No	\$536,677	\$732,672
2	26	Expanding Learning Opportunities for Migrant Students	Yes	\$563,688	\$304,975
3	1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	Yes	\$3,351,480	\$3,265,099
3	2	Create an instructional system based upon the feedback received from the WestEd curriculum audit study.	No	\$867,794	\$1,013,432
3	3	Implementation of Board approved guaranteed and viable curriculum	Yes	\$6,034,048	\$5,153,251

3	4	Identify and select of common best practices for Instruction	No	\$262,383	\$643,229
3	5	Implementation of assessment and monitoring system	Yes	\$1,434,807	\$1,326,612
3	6	Refine and Implement the Madera Learning System (MLS)	Yes	\$1,116,561	\$1,087,333
3	7	Develop and implement of 7 period day in Middle Schools	No	\$1,740,939	\$1,923,308
3	8	Implementation of additional credit recovery sections to be offered in 0 to 7th period	No	\$ -	\$ -
3	9	Implementation of additional credit recovery sections to be offered in 0 to 7th period	No	\$900,000	\$363,576
3	10	Implement and expand summer school opportunities	No	\$4,102,180	\$10,344,187
3	11	Professional Learning and Support for staff working directly with Newcomer Students TK-12	Yes	\$100,000	\$68,037
3	12	Advanced Learning Academy at all Elementary Schools	No	\$100,000	\$9,762
4	1	Re-establish and Maintain the Teacher Support and Mentor Program	Yes	\$2,132,061	\$1,871,694
4	2	Create a professional development system for the Mentor Teacher Support Program	Yes	\$2,286,456	\$1,813,905
4	3	Hire Teachers focused on providing students with specialty courses such as VAPA, STEM and Music, including CTE for 8th graders at MadTEC	Yes	\$5,901,173	\$5,846,217

4	4	Recruit and retain teachers	No	\$64,797,261	\$59,943,883
4	5	Recruit and retain Counselors, PE, and VAPA teachers	Yes	\$12,740,651	\$12,380,918
4	6	Recruit and retain safety and health staff	Yes	\$15,068,434	\$15,477,036
4	7	Additional support staff based on socio-emotional/behavioral/academic/attendance needs by sites to create and sustain emotionally and physically safe learning spaces for all students and their families	Yes	\$11,300,837	\$10,939,903
5	1	Madera Unified will design multiple pathway opportunities for professional growth and instructional support including incentives for teachers to become mentors who facilitate continuous improvement	No	\$ -	\$ -
5	2	Redesign the school day to build embedded professional learning opportunities including collaboration within and between sites	No	\$2,429,815	\$2,444,535
5	3	Provide professional learning in order for individuals to progress and/or enter the career ladder	No	\$1,911,422	\$2,162,121
5	4	Create additional opportunities for Site and District Staff to Collaborate in Professional Learning Communities	No	\$440,000	\$1,363,771

5	5	Develop a classified employee career ladder that includes lucrative incentives for employees to continuously improve	No	\$ -	\$ -
5	6	Hire permanent substitute teachers	No	\$2,328,153	\$2,473,668
5	7	Design & Implement Student Champion Course	Yes	\$5,000	\$60,430
5	8	Offer Staff Wellness Courses	No	\$ -	\$ -
5	9	Develop career ladder for Classified staff with a emphasis on transitioning paraprofessionals to become certified teachers	No	\$120,000	\$22,800
6	1	Operational Services	No	\$148,043,709	\$144,681,625
6	2	Child Nutrition Services	No	\$18,362,185	\$22,829,779

2023-24 Contributing Actions Annual Update Table

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

Last Year's Goal #	Last Year's Action #	Prior Action / Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Implementation of Full Day Preschool at La Vina Elementary School	Yes	\$88,783	\$90,535.00	0.00%	0.00%
1	5	Maintain Full Day instructional minutes for Kindergarten students	Yes	\$4,631,678	\$4,548,137.00	0.00%	0.00%
1	9	Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning development	Yes	\$797,951	\$620,422.00	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	\$402,019	\$404,602.00	0.00%	0.00%
1	11	Universal Transitional Kindergarten (TK) expansion	Yes	\$1,183,910	\$1,183,910.00	0.00%	0.00%
2	1	Relevant curriculum and instruction that taps into each individual student's prior knowledge, experiences and background	Yes	\$6,221,384	\$5,964,679.00	0.00%	0.00%
2	2	Develop an Inclusive and Equitable Culture	Yes	\$700,636	\$503,996.00	0.00%	0.00%
2	3	Develop systems to pair teachers based on student needs	Yes	\$20,000	\$ -	0.00%	
2	6	Support all English Learner students in obtaining English language proficiency and mastery of the core content standards	Yes	\$125,626	\$118,731.00	0.00%	0.00%
2	8	Continue reducing the average class size in 4th Grade to 30:1 ratio	Yes	\$1,419,370	\$1,479,305.00	0.00%	0.00%
2	9	Maintain and Expand Interpretation and Translation Services	Yes	\$728,290	\$591,365.00	0.00%	0.00%
2	10	Increase the number of paraprofessionals to support students	Yes	\$4,382,985	\$4,923,783.00	0.00%	0.00%

2	11	Fully implement the Madera Believes in Me plan for English Learners	Yes	\$1,178,647	\$648,865.00	0.00%	0.00%
2	13	Increase both instructional and planning time for teachers	Yes	\$8,004,445	\$7,720,609.00	0.00%	0.00%
2	14	Develop and Implement workshops to inform Parents to successfully understand MUSD Programs	Yes	\$12,000	\$11,998.00	0.00%	0.00%
2	15	Support parents of K-6th English Learner students in getting reclassified by 6th grade	Yes	\$125,626	\$118,731.00	0.00%	0.00%
2	18	Implement and Maintain Cal-Safe program	Yes	\$728,380	\$648,068.00	0.00%	0.00%
2	22	Provide Transportation services at no cost to all students meeting the eligibility requirements	Yes	\$7,108,923	\$8,339,085.00	0.00%	0.00%
2	23	Newcomers Program and Services for students and families	Yes	\$587,467	\$680,056.00	0.00%	0.00%
2	26	Expanding Learning Opportunities for Migrant Students	Yes	\$200,842	\$16,732.00	0.00%	0.00%
3	1	Adopt and implement the Madera Unified School District Graduate Profile to ensure all students are college and career ready	Yes	\$3,303,116	\$3,238,315.00	0.00%	0.00%
3	3	Implementation of Board approved guaranteed and viable curriculum	Yes	\$5,985,684	\$5,126,467.00	0.00%	0.00%
3	5	Implementation of assessment and monitoring system	Yes	\$1,330,451	\$1,222,348.00	0.00%	0.00%

3	6	Refine and Implement the Madera Learning System (MLS)	Yes	\$1,116,561	\$1,087,333.00	0.00%	0.00%
3	11	Professional Learning and Support for staff working directly with Newcomer Students TK-12	Yes	\$100,000	\$68,037.00	0.00%	0.00%
4	1	Re-establish and Maintain the Teacher Support and Mentor Program	Yes	\$152,317	\$204,527.00	0.00%	0.00%
4	2	Create a professional development system for the Mentor Teacher Support Program	Yes	\$306,712	\$302,654.00	0.00%	0.00%
4	3	Hire Teachers focused on providing students with specialty courses such as VAPA, STEM and Music, including CTE for 8th graders at MadTEC	Yes	\$3,471,358	\$3,401,682.00	0.00%	0.00%
4	5	Recruit and retain Counselors, PE, and VAPA teachers	Yes	\$12,740,651	\$12,380,918.00	0.00%	0.00%
4	6	Recruit and retain safety and health staff	Yes	\$15,068,434	\$15,477,036.00	0.00%	0.00%
4	7	Additional support staff based on socio-emotional/behavioral/academic/attendance needs by sites to create and sustain emotionally and physically safe learning spaces for all students and their families	Yes	\$11,300,837	\$10,939,903.00	0.00%	0.00%
5	7	Design & Implement Student Champion Course	Yes	\$5,000	\$60,430.00	0.00%	0.00%

2023-24 Contributing 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)
\$213,395,147	\$88,831,514	0.18%	41.81%	\$92,123,259	0.00%	43.17%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan 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 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the

amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school sit would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An Explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - 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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with

metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
- o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA

must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **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.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier school site would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSP.
- **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 contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize

a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved.

The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - 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)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - 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 (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - 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)**
 - 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)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - 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).